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ABSTRACT

Differences in Iowa Tests of Basic Skills scores were compared between Rhode Island fourth and eighth graders, and between parochial and public school students. This final report is organized in four major sections, plus appendices. The interviewing component activities are described in the first section, and clustered under six areas: convening an Advisory Council, selecting schools and obtaining permission for the interviews, developing interview questionnaires, training interviewers, conducting the interviews, and tabulating and analyzing the data. The other three sections describe the focus areas of the study. The school setting factors component dealt with the school testing procedures, parent attitudes toward school, organizational environment, and curriculum and instruction variables. The interaction of socioeconomic status and achievement, and other specific demographic variables are discussed in the population factors component. A variety of tables display data related to these population characteristics. Psychometric and test-intrinsic factors include scaling issues and an analysis of the testing data. The appendices include a list of the sample schools, the questionnaire and interview forms, and a 5-item bibliography which accompanies the population factors component. (The conclusions of this study are summarized in TM 007 493). (BW)

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Achievement in the Basic Skills:
4th/8th Grade,
Public and Parochial Schools

Final Report

Sections I, II, III

October 22, 1976

This report is the work of Michael Bassis, Barbara E. Brittingham, Patricia Ewing, Stephen Horwitz, William Hunter, John Long, Joseph Maguire, David Morton, and Thomas Pezzullo.

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I. PREFACE

The Curriculum Research and Development Center has undertaken a research project for the Rhode Island Department of Education to examine two questions:

1. Why do fourth grade students in Rhode Island Schools tend to perform better than eighth grade students in relation to national norms on the Iowa Test of Basic Skills?
2. Why do parochial school students in Rhode Island, especially at the eighth grade level, tend to perform better than public school students in relation to national norms on the Iowa Test of Basic Skills?

This report contains a section for each research design component addressing the questions examined by the project. The specific methodology and findings for each question will be discussed, followed by conclusions and recommendations.

In examining this report the reader is cautioned to understand that findings, recommendations and conclusions are based upon a short term research project which sought to answer the questions by identifying variables which showed differences in the two questions posed. These findings, recommendations, and conclusions are not intended to explain completely the answer to the two questions, but rather to give information about the subjects and identify areas for future research.

In each section the reader will be made aware of the types and extent of data which were utilized by the researchers in examining the questions. In no case is the information exhaustive of what might have been used or collected if more time and resources had been available.

Therefore, this report is intended to provide the Rhode Island Department of Education with basic data and information about the two questions. It is assumed by the researchers that an extensive research project might be undertaken to examine these questions in-depth if more definitive information was desired based upon the results presented here.

II. COMPONENT: INTERVIEWING

In formulating the research design, it was apparent more information was needed in addition to that available through the literature search, the psychometric area analyses, and the Rhode Island demographic and testing data stored on computer tapes at Rhode Island College.. The project staff in examining the school setting and population factors would require data on what actually occurs in the schools and what home experiences influence the students' performance in the schools. Interviewing in the schools seemed the most direct means to acquire such information. The component for interviewing then incorporated two major design parts: school factors (administration, curriculum, and instruction) and population factors (student characteristics, home environment aspects, and parental support). Many of the school setting questions focused on relationship of the ITBS to school setting. The component activities clustered under these areas:

1) convening an Advisory Council
2) selecting schools for the interviews and obtaining permission to conduct the interviews
3) developing questionnaires to be used in the interviews
4) developing and holding an inservice program for the interviewers
5) conducting the interviews
6) tabulating and analyzing the data.

The following discussion details how the activities for these areas were completed.

Forming the Advisory Council

The project staff wanted input from people who dealt day-to-day in the schools and with the students. It was felt their experiences could assist in looking beneath the obvious differences between the public and parochial school systems. It was thought the Council should be large enough to have representatives from among both the public and the parochial sector, as well as from both the administrative and teaching areas. A meeting was held with the RIDE staff in June 1976, to discuss the appropriate complement for the Council and to solicit names of individuals who might be invited to sit on the Council. Additional names were gathered from project staff members' professional contacts. The total list was reviewed to provide a primary and an alternate list of potential members. The lists included representatives of the public and parochial systems, administrators from the building and district levels, and teacher organizations. The project principal investigator next sent letters of invitation (see Appendix A) to those on the primary list. All invitations for membership were accepted in July 1976 (see Appendix A confirmation letter).

The Advisory Council was unable to meet as a group during the summer because of the variety of work commitments and vacation schedules. The first meeting was a half-day session held September 2, 1976, at the Kingston campus. In preparation for this meeting, the council members were asked to consider the project subject of public and parochial school differences and come to the meeting with ideas on (1) what those differences might be and (2) what questions could be asked during the interviews to elicit information that would illustrate existing differences.

The meeting was very productive. Council members presented their observations of the two systems and highlighted what they felt to be the biggest differences (1) a selective population in the parochial schools and (2) more generally positive home influences on the parochial students which effect higher motivation. (See Appendix A. Notes on meeting.)

Subsequent to the meeting, project staff developed drafts of the questionnaires, using many of the questions suggested by the Council. These drafts were distributed to the Council members along with major project documents, i.e., the RFP, the Proposal, the Research Design, and the Literature Review. The Council was asked to review the materials and react to them at a meeting on September 15, 1976, in Cranston. At that session the questionnaires were approved with some edits made by Council members. They also recommended that a short form questionnaire be distributed to those teachers who were not interviewed in depth. This would provide for a more comprehensive record of teachers' perceptions and opinions of factors affecting public/parochial school differences, including administrative and procedural matters relating to the ITBS. The Council did request that parents be interviewed. As a group they endorsed a statement that home environments were so important an aspect of the population factors, parents' attitudes should not be gauged indirectly. This viewpoint was considered at length by the project staff, but was not acted upon because they believed it was not possible to validly sample parents in the scope and context of the fiscal and personnel resources available on this project. In part, validity concerns came from discussions with Michael Bassis, the sociologist consulting on the project, who explained the difficulties normally encountered with obtaining representative and valid information through parent contacts. Whether the contact means are mailings, telephone interviews, or personal inquiry useable data can only be depended upon with extensive verification. Persistence and time are also requisites for parents in some socio-economic strata are frequently not available and must be revisited several time before the interview can be conducted. All the considerations regarding decisions on whom to interview and how to interview will be presented in full later in this section.

Selecting Schools

Many facets of the interviewing component were happening simultaneously. While the reactions of the Advisory Council were being obtained the groundwork was being done on school selection. On July 1976, the CRDC staff met with the RIDE staff to propose a matrix by which schools would be selected via a stratified sample. The matrix was accepted with minor modification. The criteria agreed to were that the following would comprise the sample (See Appendix B):

1) Two high achieving public fourth grades
2) Two high achieving public eighth grade
3) Two low achieving public fourth grades
4) Two low achieving public eighth grades
5) Two high achieving parochial fourth grades
6) Two high achieving parochial eighth grades
7) Two low achieving parochial fourth grades
8) Two low achieving parochial eighth grades

Schools would be identified as high or low by the percentiles received on the ITBS. No control would be made for community size, but schools serving special populations would not be used. Schools were selected at the building level. Administrators would be interviewed at both the building level and at the Central Office for the building. Teachers within a building also would be interviewed.

The Report of Achievement Test Information, Fall, in Grades 4 and 8, as published by RIDE in 1973, 1974 and 1975, were used as the source book for percentile scores. The composite percentile scores for the three-year period for each public and parochial school in the state were rank ordered, highest to lowest. The resulting list was sectioned into higher, middle, and lower thirds. The twenty highest and twenty lowest scores for the public and parochial fourth and eighth grades were submitted to RIDE. At a meeting of RIDE and CRDC staff on September 15, 1976, the possible schools were reviewed and thirteen schools were chosen. The schools contained public and parochial high and low achieving fourth and eighth grades as specified by the matrix. There were eight public schools and five parochial schools (the parochial schools had both fourth and eighth grades). (See Appendix B, List of Schools interviewed.) The final list was drawn so as to preclude having schools which are atypical, as for example, schools in very affluent communities.

The list of schools selected for interviewing was submitted to Commissioner Schmidt with a request for his approval and assistance in gaining the schools cooperation. A letter went out September 23, 1976, from the Commissioner to the Superintendents of Schools for the four districts involved and the Providence Diocese. (See Appendix B) The letter described the project and the need for the interviews, and requested participation by the districts. Following receipt of the letter, each superintendent was called by Patricia Ewing, the project administrator, to obtain permission to contact schools directly and set-up a schedule for the interviews. Cooperation was received and the interviews were scheduled for the weeks of September 27 and October 4. Confirmation letters went to the schools September 25.

Developing the Questionnaires

During Phase One of the project, recorded in the Interim Report, August 25, 1976, the Literature Review was done, in part, to locate information that would specifically differentiate public and parochial schools. It quickly became apparent that little material was available addressing the areas of this study. What was found stressed the changes which have occurred in parochial schools in recent years. It became evident to the project staff that it would be necessary to gain an understanding of what the Rhode Island parochial schools have been like since the late 1960's. It was not possible to generalize about the parochial schools because what was/is occuring to them nationwide could not be categorized. The polarization reported of parochial schools grouping into those serving suburban/selective students and those serving inner-city/minority students could not be assumed to be happening in Rhode Island. The interviews would have to extract a variety of information. In consulting with Michael Bassis on determining socio-economic status for the population factors component, considerations in gathering sociological information through interviews were also covered.

Education and occupation of the parents would be the best way to determine the socio-economic status of students in the two systems. A decision was made against trying to verify SES through the interviews. Students' reports of parents education and occupation were already available on the computer tapes. Much discussion centered on the value of interviewing students and parents directly about their SES and attitudes toward school.

An initial draft of a questionnaire was developed as a working copy. The form was designed to accommodate both administrators and teachers. It covered objective information on actual amounts of instructional time, curriculum materials, testing procedures, and admission and dismissal policies. After several internal reviews and reviews by RIDE it was revised and made into three separate forms, one each for central and building administrators and one for teachers. At the recommendation of the RIDE staff and the Advisory Council, the forms were expanded to include more questions on the presence of students needing special services and classes to meet those needs. The CRDC staff charged with the Population Factors Component added questions on perceptions of students and their parents. The questionnaires were then field tested by project staff members with local teachers.

In-service for Interview Teams

Interview teams were drawn from among the principal investigators and research assistants of CRDC. Teams were comprised of a team leader and three team members. Although most of those on the interview teams had done interviewing previously, an inservice session was held to acquaint everyone with the questionnaires and give them an overview of the project. In addition, the inservice reviewed the basic concerns for obtaining valid responses: i.e., standardization of the procedures, neutrality of the interviewer, and confidentiality of the responses. During the inservice, the teams were given their schedules, listing times, places and dates for the interviews and directions to the school, as well as general and specific guidelines for conducting the interviews. Team leaders were responsible for making introductions when the group arrived at the schools and reported to the principals. They also had to work out the match of interviewer to interviewee, and see that all completed interview forms were coded and returned to the project administrator.

The interviewers were asked to read an introductory statement to the interviewee before beginning the interview. This statement explained in a standard way the purposes of the interview and the procedure which would be followed, as well as stressing that the information given would remain confidential. The interviewer was to read the question as it appeared on the questionnaire and record the response given by the interviewer. Categories of anticipated possible answers were provided to aid the interviewer in recording the response. If the response fit a category, that category could be checked; if not, space was provided to write, verbatim if needed, what the interviewee had to say. To help familiarize the team members with the form and possible problem areas, e.g., the interviewee not understanding the question, a role-playing session was held during the inservice in which an interviewer posed the questions to someone assuming the role of a principal. The other interviewers observed this exchange and were able to ask questions and react to what occurred.

As a final measure to assure comprehensiveness to the interview situations and to avoid difficulties in the public relations or in the data collected, team members were asked to discuss any problems encountered with their team leaders at the end of each school's interviews. This feedback was reported to the project administrator who would make any adjustments in procedures which seemed necessary in view of the problem. Actually, no real difficulties arose during the interviews and no major procedural changes were made.

Conducting the Interviews

Interviews were held September 30 and October 1, 6, and 7 in the schools. (See Appendix B.) Interviews with the Central Administrations were done October 2, 4, 7, and 8 and conducted separately by David Morton, Patricia Ewing, Stephen Horwitz and Anne Reid. For the schools a team spent one-half day in each building and interviewed a minimum of the principal and three teachers. A specific request was made to interview at least one fourth or eighth grade teacher, depending on the grades in the building. Interviews were done on a one-to-one basis in separate locations. The team leader interviewed the administrators, and the team members the teachers. Where time permitted more than three teachers were interviewed. Principals had been asked to randomly select their teachers and request their cooperation with the interviews. It was preferred that the teachers be either self-contained classroom teachers, or teachers whose subject matter was consistent with the ITBS subunits. Therefore, interviewing was done primarily of language arts, math, and social studies teachers.

While in a school the team leader also arranged for distribution and collection of the short form questionnaire in order to get a more representative view of the teachers' perceptions of the students, administrative climate, and usage of ITBS score reports. After the interviews, letters of thanks went to each school and district central office.

Compiling and Analyzing the Data

When the interviews were completed the information collected was tabulated by hand in order to accommodate the many non-categorized comments recorded by the interviewers. Research and graduate assistants at CRDC accomplished the compilation in less than a week. The initial analyses were computing averages or frequencies for the different cells of the matrix, e.g., parochial high achieving fourth and eighth grades, etc., for each question on each type of interview form, e.g., central or building administrator or teacher (in-depth interview and short form). The results were transferred to sheets having the matrix format so the project staff could readily compare the responses given to a question by those interviewed, administrator or teacher, and by cell, high or low achieving public or parochial school. The information gathered through the interviews was used by project staff in drawing their conclusions about public and parochial school differences as presented in this report.

III. COMPONENT: SCHOOL SETTING FACTORS

Introduction to Presentation of Interviewing Data

The review of the literature* and examination of the psychometric/test intrinsic components of the research design were expected to provide the greater portion of data from which the question of why the fourth graders tend to perform better than eighth graders on the ITBS could be answered. However, some clarification was needed about ways in which Rhode Island schools systematically dealt with fourth and eighth grades in relation to instructional method, curriculur emphases and testing procedures. Through the interviews this type of information was obtained. Data also was collected on student attitudes toward testing at both the fourth and the eighth grades, as well as the number of students tested compared with number of students enrolled.

In selecting schools for interviewing as detailed in Section II of this report, it was necessary to consider the balance of fourth to eighth grades, in addition to the other criteria called for by the matrix. Once all the public and parochial schools for the state had been rank ordered highest to lowest according to their composite percentile on the ITBS, they were ~~received~~ reviewed for consistency over the three year period 1972-1975. Schools which had erratic score histories were deleted from the list of possible choices. Next, the highest and lowest scoring schools were looked at for consistency within a building or system. For example whether a school which had both a fourth and eighth grade within its building had a high achieving fourth grade but a low achieving eighth grade. Schools showing the highest internal consistency remained on the

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*See Public/Parochial Project, Interim Report, August 25, 1976.

the selection list. Schools were then reviewed for "feeder" relationships, i.e., what middle or junior high the fourth graders at a particular elementary school would go on to for the eighth grade. Again, score consistency was noted for the time period and between the two schooling levels. The list was being separately checked to delete extremes such as affluence or poverty which would distort the data. The schools selected for interviews met the criteria for both the public/parochial question and the fourth/eighth grade question.

In conducting the interviews, specific efforts were made to interview at least one teacher at the fourth and/or eighth grade of each building visited. As the ITBS is most often given in the Fall, project and RIDE staff questioned whether interviewing only teachers at those grade levels would be adequate. In many cases, those teachers would not be able to answer instructional or curricular questions on what their students experienced in the grades previous to theirs. Since they normally would have had their present students for only a few weeks, there was concern that their responses would be neither representative nor indicative of what had influenced the students.

The students' scores at the Fall Testing point were functions of what had transpired for them educationally and personally prior to the test date. The fourth and eighth grade teachers typically could only address certain perceptual questions (Did the students show anxiety about the ITBS?) and procedural ones (Were the directions read to the student by a test administrator in the testing room?). In order to attempt some measure of the occurences which accummulated to result in a fourth or eighth grader receiving a particular score on the test, a decision was made to interview as many teachers as possible at the K-3 and 5-7 levels. To further assure a comprehensiveness to the data gathered, the in-depth interviews would be supplemented by distributing the short form questionnaire to all teachers in a building not having a personal interview. This would provide a larger data base for many questions and allow for comparison of responses. As in the in-depth interview, the information gathered through the short form questionnaires would be confidential. Individual respondents would remain anonymous for no coding other than building code was done.

Upon completing the interviews and collection of the short forms, the compilation was done to give results of tabulations for each matrix cell for the fourth and the eighth grades. While presenting the information for a comparative analysis of the public/parochial responses this also made readily comparable those for the fourth and eighth grades. Considered together with the literature review findings and with the results of the ITBS analysis for norming and standardization biases, the interview data was able to focus on points which explain the apparent tendency of fourth graders to perform better on the ITBS.

School Setting/Interviews

As previously discussed, the interviews of elementary and junior high schools were undertaken primarily to determine school setting factors which might make a difference in the public/parochial scores on the ITBS.

The discussion of these interview results will be divided into five sections:

1. The Iowa Test of Basic Skills
   - a. Test Administration
   - b. Student Response
   - c. Interpretation, Use and Attitude
2. Perceptions of Parent Attitudes
   - a. Support of School Policy and Program
   - b. Involvement in School
   - c. Support of Child Activity
3. Organizational Structure
   - a. Student Environment and Climate
   - b. Teacher Environment and Climate
4. Curriculum and Instruction
   - a. Instruction Time
   - b. Instructional Methods
   - c. Instructional Materials
   - d. Special Programs

As mentioned in the introduction to this report, the level at which the researcher can attribute differences in test scores to variables identified in this study may be questioned. First, a very small number of schools in each cell (2 fourth and 2 eighth) were used in this study. This small number may limit the extent to which this information can be generalized to all schools within the state. A second concern might be the selection of schools based upon the criteria of high/low achievement as opposed to a random selection. It was the purpose of this selection process to interview schools at the extreme ends of the testing programs in the public/parochial setting in order to identify differences. However, this process may be called into question since the analysis of differences in extreme ends of the testing program may not be generalized to the larger percentage of schools, both public and parochial, which fall closer to the middle of the testing program results.

However, the intent of this section of the research project is to identify and explain areas of differences between public and parochial in the school setting. Therefore, the information presented here is intended to identify the differences discovered which may tend to explain the inequities in ITBS scores between public and parochial schools. The use of the information can be viewed as useful in identification of areas which might become the focus of further and more extensive research activities.

Each section is prefaced with a statement describing the intent of the questions asked and the questions from the instruments which correspond to the subject of the section.

Three groups were asked about each of the categories to be discussed.

1. Central Office Administration
2. Building Level Administrators
3. Teachers
    a. Interviews
    b. Short Form Questionnaire

The purpose of the Central Office Administration interview was to verify information given by the Building Level Administrator and Teachers. These interviews will be referred to only when apparent discrepancies occur between two or more of the groups. The Building Level Administrator interviews will be discussed where discrepancies occur between their responses and teachers or when these interviews are the sole source of information. Teacher interviews and the information from the mini questionnaire will be used to identify information pertinent to the area discussed and areas of discrepancy within the teaching staff and between teachers and administrators.

The primary purpose of the interviews and the focus of this section of the report will be the differences between schools in each area. The format for the discussion of this section will be based upon the interview matrix (see Appendix B) examining Cell 1 - Cell 3 comparisons for fourth grade, Cell 2 - Cell 4 comparisons for fourth grade and then summarizing across all Cells for fourth grade. The same pattern will be repeated for eighth grade. A final section will contain summary statements across all Cells, including fourth and eighth grade comparisons where appropriate.

1. Iowa Test of Basic Skills

In the Review of Literature filed in the project's Interim Report, the possibility that testing aspects affect achievement levels was reported as noted by Wiley and Harnischfeger in their study published by Cemrel. They did not find that test content (items), scaling, or composition of the norming samples have affected the scores. The Psychometric/Test Intrinsic Component of the project has examined those same issues in light of this particular project's questions. Staff members, however, wished to examine other, less direct, influences on test scores.

Wiley and Harnischfeger had confirmed a decline in achievement levels on the ITBS. The project staff wondered whether the manner in which the ITBS was administered, the receptivity of the students being tested, or the usage made of the test scores could sufficiently influence the testing climate to cause a raise or lowering of scores.

In light of this, the purpose of the interviews and short form questionnaire concerning the Iowa Test of Basic Skills (ITBS) was to explore three specific portions of the program:

1. Test Administration
2. Student Response
3. Interpretation, Use and Attitude

The discussion of this information will revolve around comparisons of public and parochial schools in relation to these three areas.

Test Administration

Ten questions were asked concerning the administrative procedures utilized in undertaking and completing the testing of students for the ITBS. The first question inquired which staff member administered the TIBS to students (See Table 1). In all but one instance, parochial high and low achieving schools indicated that homeroom or classroom teachers administered the test. In public high and low achieving schools the test administration was distributed between homeroom teachers, classroom teachers, and guidance counselors. This trend was true across both fourth and eighth grades in both the public and parochial settings.

*Totals indicate number of respondents
who listed that category.

Table III-1

Question: Who administers the JTBS to the student?

Teacher Form		Guidance Counselor	Homeroom Teacher	Subject Class Teacher	Central Administrator	Other
Parochial	Grade Level					
High	4th		3	3		1
Achieving	8th		3	3		1
Schools	TOTALS		6	6		2
Parochial						
Low	4th		6	1		4
Achieving	8th		6	1		4
Schools	TOTALS		12	2		8
Public						
High	4th		2	6		
Achieving	8th	4		5	1	4
Schools	TOTALS	4	2	11	1	4
Public						
Low	4th		4	1		
Achieving	8th	3	2	1		
Schools	TOTALS	3	6	2		

In response to a question concerning where directions for the test were read to students, all parochial schools, both high and low achieving, indicated that they were read in the classroom where the test was administered to fourth graders. The response to this question was nearly the same in public school fourth grade high and low achieving schools. In addition, the same responses were noted for eighth grade testing at that level for both public and parochial schools. (See Table 2)

A question was asked about the number of students tested in a room at a single test administration. Both public high and low achieving schools tested fewer students per testing area (21 [illegible] 9-1/2 avg., respectively) than the high and low achieving paroch [illegible] (29 and 35 each). However, at the eighth grade level, both high and low achieving public schools tested more students per sitting (75-1/2 and 52 per testing period) as compared to 29 for high achieving and 35 for low achieving parochial schools.

School staff members were asked if the purpose of the ITBS was explained to students prior to the time they took the test. (See Table 3) At the fourth grade level parochial high and low achieving schools divided responses between yes and no indicating that about half of the students were told about the test. About half the public school high achieving and low achieving schools followed this same pattern. The exception was the public school low achieving which all indicated they did in fact discuss the ITBS with students prior to the test.

The eighth grade public and eighth grade parochial testing programs followed the same pattern with the exception of the low achieving eighth grade public schools which both indicated they discussed the test with their students prior to administration.

In relation to noise and distractions while the testing was underway,

*Totals indicate number of respondents who listed that category.

Table III-2

Question: Are directions for taking the test read by the test administrator in the test room?

Teacher Form		Yes	No
Parochial	Grade Level		
High	4th	6	
Achieving	8th	6	
Schools	TOTALS	12	
Parochial			
Low	4th	9	
Achieving	8th	9	
Schools	TOTALS	18	
Public			
High	4th	8	
Achieving	8th	5	3
Schools	TOTALS	13	3
Public			
Low	4th	6	
Achieving	8th	6	
Schools	TOTALS	12	

*Totals indicate number of respondents who listed that category.

Table III-3

Question: Is it explained to the students why the ITBS will be given?

Building Administrator		Yes	No
Parochial	Grade level		
High	4th	1	1
Achieving	8th	1	1
Schools	TOTALS	2	2
Parochial			
Low	4th	2	2
Achieving	8th	2	2
Schools	TOTALS	4	4
Public			
High	4th	1	2
Achieving	8th	2	1
Schools	TOTALS	3	3
Public			
Low	4th	3	
Achieving	8th	3	
Schools	TOTALS	6	

two questions were posed. The first asked if bells and other distractions could be heard during the testing. (See Table 4) High and low achieving fourth grade parochial schools all indicated that some distractions were experienced. Building administrators indicated that no distractions were evident. (See Table 5) High and low achieving public school fourth grade teachers indicated that distractions were evident while testing. Building administrators supported this observation.

At the eighth grade level, high and low parochial school teachers reported that distractions were noted while their administrator indicated there were none. Public school high and low achieving school staff members indicated that distractions were sometimes noted and this observation was supported by their administrators.

It must be noted that differences of opinion by teachers/administrators as to distractions were evident. This can be explained through the differences in test administration (test given by teacher as opposed to administrators) and the perception of teachers and administrators as to what is a distraction.

A second question concerned the excusing of students from the room during a testing session. In public and parochial high and low achieving schools at both the fourth and eighth grade levels, it was reported that students were excused from the testing room for emergency situations only. (See Table 6)

Several questions were asked to examine if any students were not tested at either the fourth or eighth grade level. It was difficult to ascertain if many students were in fact not tested. It was clear however that public schools excuse students from taking the test for two reasons:

1. Students enrolled in Special Education
2. Students in their first year of English as a Second Language

*Totals indicate number of respondents who listed that category.

Table III-4

Question: Are bell systems or other distractions able to be heard by the students during the testing?

Teacher Form		Yes	No
Parochial	Grade Level		
High	4th	2	
Achieving	8th	4	
Schools	TOTALS	6	
Parochial			
Low	4th	10	
Achieving	8th	10	
Schools	TOTALS	20	
Public			
High	4th	5	3
Achieving	8th	4	5
Schools	TOTALS	9	8
Public			
Low	4th	2	3
Achieving	8th	4	2
Schools	TOTALS	6	5

*Totals indicate number of respondents who listed that category.

Table III-5

Question: Are bell systems or other distractions able to be heard by the students during the testing?

Building Administrator		Yes	No
Parochial	Grade Level		
High	4th	2	
Achieving	8th	2	
Schools	TOTALS	4	
Parochial			
Low	4th	3	
Achieving	8th	3	
Schools	TOTALS	6	
Public			
High	4th	2	1
Achieving	8th	1	1
Schools	TOTALS	3	2
Public			
Low	4th	1	2
Achieving	8th	1	2
Schools	TOTALS	2	4

*Totals indicate number of respondents who listed that category.

Table III-6

Question: Are students excused from the test room during the test?

Building-Administrator		Yes	No
Parochial	Grade Level		
High	4th		2
Achieving	8th		2
Schools	TOTALS		4
Parochial			
Low	4th		4
Achieving	8th		4
Schools	TOTALS		8
Public			
High	4th		3
Achieving	8th		2
Schools	TOTALS		5
Public			
Low	4th		3
Achieving	8th		3
Schools	TOTALS		6

All schools at both the fourth and eighth grade levels in parochial and public systems indicated that students retained were tested the next year, and all studetns missing the test were found (when possible) and given a make-up test.

In the low achieving public fourth grade one school could not identify the number of students who took the test. The second school tested 72 of the 75 students enrolled. The high achieving fourth grade parochial schools reported a total enrollment of 69 students. All were tested. The low achieving parochial schools tested an average of 37 of the 40 students enrolled in fourth grade. Only 12 eighth grade students in high and low achieving public schools were eligible to take the ITBS in 1974-75 failed to be tested. All parochial students at the eighth grade level in the high and low achieving schools took the test according to school administrators.

School Response

A question was posed to administrators and teachers concerning the attitude students had toward taking ITBS. (See Table 7) All parochial administrators and teachers at high achieving schools reported that fourth grade students had a "Good to Fair" attitude about taking the test. High achieving public school personnel reported that students had "Excellent to Good" attitudes about taking the test. Low achieving fourth grade parochial students had a "Good to Fair" attitude about the ITBS according to staff members. Low achieving public school fourth graders showed "Fair" attitudes about taking the test.

Parochial high achieving school eighth grade students were described as having "Good to Fair" attitudes about the ITBS while their public counterparts were depicted as having "Fair to Very Poor" attitudes about the ITBS. The parochial low achieving eighth grade students were described as having

*Totals indicate number of respondents who listed that category.

Table III-7

Question: How would you characterize the students attitudes toward the ITBS?

Teacher Form		Excellent	Good	Fair	Poor	Very Poor
Parochial	Grade Level					
High	4th		1	1		
Achieving	8th		2	2		
Schools	TOTALS		3	3		
Parochial						
Low	4th		2	1		
Achieving	8th		1	2		
Schools	TOTALS		3	3		
Public						
High	4th	1	3			
Achieving	8th			2	5	1
Schools	TOTALS	1	3	2	5	1
Public						
Low	4th			3		
Achieving	8th			1	1	3
Schools	TOTALS			4	1	3

"Good to Fair" attitudes about the ITBS. Public low achieving eighth grade students possessed "Fair to Very Poor" attitudes about the testing program.

Interpretation, Use and Attitude

Questions were asked concerning how ITBS information was interpreted for teachers and how this information from the testing program was put to use in the school. In addition, the respondents were asked their opinion of the ITBS worth and accuracy in judging what they were attempting to accomplish in their school.

The first question asked how information about the ITBS was communicated to the teachers. (See Table 8a-b) Both fourth grade parochial high and low achieving schools communicated the majority of ITBS results to teachers through a conference with the building administrator. This also seemed to be the primary means of communicating ITBS information to teachers in high and low achieving parochial eighth grades.

The public schools, both high and low achieving at the fourth grade level, communicated information about the ITBS to teachers by placing information on student records or sending a copy of results through the mail. Those were the primary means used to communicate information at the low and high achieving eighth grade level. Some conferences were held between teachers and administrators at the fourth grade level.

A second question was posed asking if any interpretation of scores was provided to teachers. (See Table 9) All fourth grade high achieving parochial school teachers indicated that help was provided to interpret scores on the ITBS. Most (four of five) public school high achieving school teachers indicated that assistance was provided to them. All fourth grade low achieving parochial school teachers indicated that help was available to interpret scores if they needed it. Low achieving public school teachers indicated that most felt that help was available for

*Totals indicate number of respondents who listed that category.

Table III-8a

Question: If ITBS score information is received, how is it communicated to the teachers?

Teacher Short Form		On Record Card	Typed Copy Through Mails	Conferences	General Staff Meetings	Other
Parochial	Grade Level					
High	4th	5	1	5	6	1
Achieving	8th	5	1	5	6	1
Schools	TOTALS	10	2	10	12	2
Parochial						
Low	4th	6	2	3	1	0
Achieving	8th	6	2	3	1	0
Schools	TOTALS	12	4	6	2	0
Public						
High	4th	6	3		1	
Achieving	8th	38	2	1	16	5
Schools	TOTALS	44	5	1	17	5
Public						
Low	4th	4	3	1	1	1
Achieving	8th	22			1	6
Schools	TOTALS	26	3		2	7

*Totals indicate number of respondents who listed that category.

Table III-8b

Question: If ITBS score information is received, how is it communicated to the teachers?

Teacher Form		On Record Card	Typed Copy Through Mails	Conferences	General Staff Meeting	Other
Parochial	Grade Level					
High	4th	1				1
Achieving	8th		1			4
Schools	TOTALS	1	1			5
Parochial						
Low	4th	2				1
Achieving	8th		1	3	2	2
Schools	TOTALS	2	1	3	2	3
Public						
High	4th	1	2			1
Achieving	8th	2	4		2	4
Schools	TOTALS	3	6		2	5
Public						
Low	4th		1	1	1	
Achieving	8th	1				4
Schools	TOTALS	1	1	1	1	4

*Totals indicate number of respondents who listed that category.

Table III-9

Question: Are the ITBS score interpreted in any way?

Teacher Form		Yes	No
Parochial	Grade Level		
High	4th	2	
Achieving	8th	5	
Schools	TOTALS	7	
Parochial			
Low	4th	5	
Achieving	8th	5	
Schools	TOTALS	10	
Public			
High	4th	4	1
Achieving	8th	5	3
Schools	TOTALS	9	4
Public			
Low	4th	2	1
Achieving	8th	3	1
Schools	TOTALS	5	2

interpretation.

At the eighth grade level, high achieving parochial teachers all felt they were assisted in interpreting scores. Most teachers indicated they received help in interpreting scores in low achieving parochial schools. In the public high and low achieving eighth grade schools, half of the teachers interviewed (four of eight) indicated they received or could find help in interpreting ITBS scores.

A question was given on the short form questionnaire to teachers asking if the results of the ITBS had an effect upon any portion of the school curriculum. (See Table 10) All teachers answering the questionnaire in the high achieving fourth grade parochial schools answered yes. The primary impact these scores had were in establishing curricular priorities for students and grouping students into sections.

Of those teachers answering the questionnaire in the high achieving fourth grade public schools, three out of four indicated that students were assigned to groups and priorities were established in the curriculum based upon results of the ITBS. Results of questions administered to low achieving fourth grade parochial teachers were similar to high achieving schools. Test results had an impact upon student grouping and curricular priorities. At the low achieving fourth grade level, public school teachers indicated that the only use of ITBS scores was in establishing curricular priorities for students.

High achieving eighth grade school parochial teachers indicated that ITBS scores were used to set curricular priorities and place students in appropriate groups. Teachers at low achieving parochial schools also indicated these uses of ITBS scores. High achieving public schools used ITBS scores to establish curricular priorities, group students, and assign materials to be used in class. Low achieving public schools also

*Totals indicate number of respondents who listed that category.

Table III-10

Question: Are the Iowa Tests used in any way to affect what goes on in the classroom?

Teacher Short Form		Yes	No	Set Curriculum Priorities	To Group Students	For Class Assignments	Other
Parochial	Grade Level						
High	4th	7		5	4		1
Achieving	8th	7		5	4		1
Schools	TOTALS	14		10	8		2
Parochial							
Low	4th	7	2	6	5		
Achieving	8th	7	2	6	5		
Schools	TOTALS	14	4	12	10		
Public							
High	4th	3	1	2	2		2
Achieving	8th	30	16	9	13	9	5
Schools	TOTALS	33	17	11	15	9	7
Public							
Low	4th	4	2	2	2		
Achieving	8th	13	31	3	8	3	1
Schools	TOTALS	17	33	5	10	4	1

indicated this use.

Teachers and administrators were asked if they felt the ITBS was an accurate measure of the curriculum undertaken in their schools. (See Table 11a - b) Fourth grade high achieving schools in both the public and parochial sector indicated that they generally felt that the ITBS was an indicator of the types of learning expected in their curriculum. This was evidenced at the eighth grade level in high achieving schools in both public and parochial schools.

The fourth grade low achieving schools in public and parochial both indicated mixed feeling about the match between the ITBS and curriculum goals of the school. In both cases staff members were equally divided over the question. The eighth grade staff members in low achieving public and parochial schools also differed over the appropriateness of the ITBS for judging what students in their school should be learning.

Staff members were also asked if the time spent taking the ITBS was worth the effort. (See Table 12a - b) All staff members in the public and parochial high achieving fourth grade school indicated that taking time for the ITBS was "Somewhat to Completely" worth the effort. Most staff members in the public and parochial high achieving eighth grade schools (59 of 54) indicated that the ITBS was "Somewhat to Completely" worth the time spent.

Staff members in public and parochial low achieving fourth and eighth grade schools were divided in their assessment of the value of the ITBS. Most, however, felt that it was "Somewhat" worth the time to undertake.

2. Perceptions of Parent Attitudes

The Review of Literature described the studies done by Hancock (1971), Erickson and Madaus (1971), Madaus and Linnan (1973), and a number of

*Totals indicate number of respondents who listed that category.

Table III-11a

Question: In your opinion, is the ITBS an accurate measure of what the student should have mastered by the 4th/8th grade?

Bldg. Adm.		Yes	No
Parochial	Grade Level		
High	4th	2	
Achieving	8th	2	
Schools	TOTALS	4	
Parochial			
Low	4th	3	
Achieving	8th	3	
Schools	TOTALS	6	
Public			
High	4th	1	2
Achieving	8th		3
Schools	TOTALS	1	5
Public			
Low	4th		3
Achieving	8th	1	2
Schools	TOTALS	1	5

*Totals indicate number of respondents who listed that category.

Table III-11b

Question: In your opinion, is the ITBS an accurate measure of what the student should have mastered by the 4th/8th grade?

Teacher Form		Yes	No
Parochial	Grade Level		
High	4th	2	1
Achieving	8th	3	0
Schools	TOTALS	5	1
Parochial			
Low	4th	1	1
Achieving	8th	2	4
Schools	TOTALS	3	5
Public			
High	4th	3	1
Achieving	8th	5	3
Schools	TOTALS	8	4
Public			
Low	4th	1	2
Achieving	8th	3	2
Schools	TOTALS	4	4

*Totals indicate number of respondents who listed that category.

Table III-12a

Question: Is the time taken for the ITBS worth it?

Teacher Short Form		Completely	Somewhat	Not At All
Parochial	Grade Level			
High	4th	4	3	
Achieving	8th	4	3	
Schools	TOTALS	8	6	
Parochial				
Low	4th	3	7	
Achieving	8th	3	7	
Schools	TOTALS	6	14	
Public				
High	4th	1	5	
Achieving	8th	10	33	3
Schools	TOTALS	11	38	3
Public				
Low	4th		4	1
Achieving	8th	3	32	11
Schools	TOTALS	3	36	12

*Totals indicate number of respondents who listed that category.

Table III-12b

Question: Is the time taken for the ITBS worth it?

Teacher Form		Completely	Somewhat	Not At All
Parochial	Grade Level			
High	4th	1	1	
Achieving	8th	4	1	
Schools	TOTALS	5	2	
Parochial				
Low	4th	3	1	
Achieving	8th	4	2	
Schools	TOTALS	7	3	
Public				
High	4th	5	2	
Achieving	8th	1	6	
Schools	TOTALS	7	8	
Public				
Low	4th	2	2	
Achieving	8th	1	3	
Schools	TOTALS	3	5	

others which note the positive influence of their home environments on parochial students. Positive correlations have also been found between supportive home environments and student high achievement. Neuwein (1966) found four times as many D students as A students reporting their parents low interest in their education. The project wished to guage whether a similar relationship exists in the two project areas:

(1) Do parents exhibit, and students perceive, less interest in their children's education when the children are at the eighth grade level than at the fourth grade level?

(2) Do parochial students' parents show more interest in their children's education than do public school students' parents?

The purpose then of the interviews and short form questionnaire concerning the parental attitudes was to obtain the administrative and teaching staff perceptions of the parental influence and support in relation to students and the schools.

This portion of the interviews was divided into three parts:

1. Parent Support of School Policy/Program
2. Parent Involvement in School
3. Parent Support of Child Activity

The reader is cautioned to understand that the answers to these questions are the opinion of staff members within the school and reflect their attitude toward these variables. No parents were contacted concerning their opinions. Specific questions used in portions of the report can be seen in Appendix C.

Support of School Policy/Program

The questions asked in this section were posed to gather teacher and administrator opinions about the attitude of parents with relation to specific portions of the school program and policy. The first question asked how interested parents were in the quality of education their children received. (See Table 13)

All staff members in high achieving parochial fourth grade schools felt that parents "cared very much." In high achieving public school fourth grade schools, staff members felt parents varied from "cared very much" to "concerned." In low achieving parochial school fourth grade schools, most staff members indicated that parents varied between "care very much" and "concerned" about the quality of education. In low achieving public school fourth grade schools teachers and administrators indicated that parents were "concerned" about the quality of their child's education.

At the eighth grade level, both public and parochial staff members indicated that parents varied between "concerned" and "care very much" about the quality of education. The low achieving eighth grade parochial staff members indicated that parents varied between "concerned" and "care very much." Low achieving public eighth grade staff members indicated that parents were "concerned."

When questioned about parent attitude toward the disciplinary policies in the school, both public and parochial high achieving schools at the fourth and eighth grade levels indicated that parents "all" to "most of all" parents support the school. (See Table 14a - b) The same trend was true of low achieving parochial schools at the fourth and eighth grade level. The lone exception in this category was the low achieving public school eighth grade staff members whose responses varied from "all" to "few" parents support the disciplinary policies of the schools.

A third question concerned the perceived support of teachers by parents. (See Table 15a-b) In the high achieving parochial fourth grade,

*Totals indicate number of respondents who listed that category.

Table III-13

Question: How would you rate the parents' day-to-day interest in the quality of education provided by the school and in the child's progress?

Teacher Form		Care Very Much	Moderately Concerned	Don't Care
Parochial	Grade Level			
High	4th	3	0	0
Achieving	8th	3	2	0
Schools	TOTALS	6	2	0
Parochial				
Low	4th	1	3	1
Achieving	8th	3	4	0
Schools	TOTALS	4	7	0
Public				
High	4th	5	2	1
Achieving	8th	4	4	0
Schools	TOTALS	9	8	1
Public				
Low	4th	1	3	2
Achieving	8th	0	7	0
Schools	TOTALS	1	10	2

*Totals indicate number of respondents
who listed that category.

Table III-14a

Question: How many parents support disciplinary policies in this school?

Teacher Short Form		All	Most	Some	A Few	None
Parochial	Grade Level					
High	4th	1	8			
Achieving	8th	1	8			
Schools	TOTAL	2	16			
Parochial						
Low	4th		12	1		
Achieving	8th		12	1		
Schools	TOTALS		24	2		
Public						
High	4th		5	4		
Achieving	8th		25	13	4	
Schools	TOTALS		30	17	4	
Public						
Low	4th		7	5	4	
Achieving	8th		10	22	15	
Schools	TOTALS		17	27	19	

*Totals indicate number of respondents
who listed that category.

Table III-14b

Question: How many parents support disciplinary policies in this school?

Teacher Form		All	Most	Some	A Few	None
Parochial	Grade Level					
High	4th		3			
Achieving	8th	1	4			
Schools	TOTALS	1	7			
Parochial						
Low	4th	1	3	1		
Achieving	8th	1	4			
Schools	TOTALS	2	7	1		
Public						
High	4th	1	8			
Achieving	8th	1	8			
Schools	TOTALS	2	16			
Public						
Low	4th		4	3		
Achieving	8th	1	3	2	2	
Schools	TOTALS	1	7	5	2	

*Totals indicate number of respondents who listed that category.

Table III-15a

Question: How would you rate parents support of teachers?

Teacher Short Form		Excellent	Good	Fair	Poor	Very Poor
Parochial	Grade Level					
High	4th	5	4			
Achieving	8th	5	4			
Schools	TOTALS	9	9			
Parochial						
Low	4th	1	10	2		
Achieving	8th	1	10	2		
Schools	TOTALS	2	20	4		
Public						
High	4th	3	3	1		
Achieving	8th	2	21	17	3	
Schools	TOTALS	5	24	18	3	
Public						
Low	4th	3	11	1	1	
Achieving	8th	7	18	16	22	
Schools	TOTALS	10	29	17	23	

*Totals indicate number of respondents who listed that category.

Table III-15b

Question: How would you rate parents support of disciplinary policies at this school?

Teacher Form		Excellent	Good	Fair	Poor	Very Poor
Parochial	Grade Level					
High	4th	1	2			
Achieving	8th	2	3			
Schools	TOTALS	3	5			
Parochial						
Low	4th	1	2	2		
Achieving	8th	3	3	1		
Schools	TOTALS	4	5	3		
Public						
High	4th	3	5	1		
Achieving	8th	3	4	1		
Schools	TOTALS	6	9	1		
Public						
Low	4th		1	3	2	
Achieving	8th		2	5	1	1
Schools	TOTALS		3	8	3	1

all staff members indicated that parental support was good to excellent. In the same category for public school high achieving fourth grade staff members indicated a spread from excellent to fair support by parents. At the low achieving fourth grade level, staff members indicated that parental support to teachers was "excellent to fair" while public to low achieving school staff members indicated a spread from "good to poor" support from parents. At the eighth grade level, parochial high achieving school staff members suggested that parents gave "excellent to good support" to teachers. In the public school high achieving level, staff members indicated their perception of parental support to teachers was "excellent to fair." The low achieving parochial school staff members indicated they perceived "excellent to fair" support from eighth grade parents, while public school low achieving parental support was perceived to be "good to very poor."

The final question asked staff members to give their perceptions to parental support of general school policy. (See Table 16a-b) Parochial high achieving school staff members answered that they perceived "excellent to good" support from parents about school policy. Public school fourth grade staff members in high achieving schools perceived "excellent to fair" support. At the fourth grade low achieving parochial school level, staff members perceived "excellent to fair" support, while the public school low achieving results indicated "fair to very poor" support by parents.

Eighth grade results for parochial high achieving schools suggested that staff members view parental support of school policy as "excellent to good." Public school results in this category indicate staff members view parental support as "excellent to poor." However, the majority of responses were in the excellent and good categories. Eighth grade low achieving parochial schools indicate support varies between "good and

*Totals indicate number of respondents
who listed that category.

Table III-16a

Question: How would you rate parents support of school policy?

Teacher Short Form		Excellent	Good	Fair	Poor	Very Poor
Parochial	Grade Level					
High	4th	4	4	1		
Achieving	8th	4	4	1		
Schools	TOTALS	8	8	2		
Parochial						
Low	4th	1	9	3		
Achieving	8th	1	9	3		
Schools	TOTALS	2	18	6		
Public						
High	4th	1	4	4		
Achieving	8th	12	25	9	1	
Schools	TOTALS	13	29	13	1	
Public						
Low	4th	0	2	6	3	4
Achieving	8th	1	5	11	15	20
Schools	TOTALS	2	7	17	18	24

*Totals indicate number of respondents
who listed that category.

Table III-16b

Question: How would you rate parents support of school policy?

Teacher Form		Excellent	Good	Fair	Poor	Very Poor
Parochial	Grade Level					
High	4th	1	2			
Achieving	8th	3	2			
Schools	TOTALS	4	4			
Parochial						
Low	4th	1	3	1		
Achieving	8th	3	3	1		
Schools	TOTALS	4	6	2		
Public						
High	4th	4	3	1	1	
Achieving	8th	2	6			
Schools	TOTALS	6	9	1	1	
Public						
Low	4th		1	2	2	1
Achieving	8th		1	5		2
Schools	TOTALS		2	7	2	3

fair," while public schools considered low achieving suggest that parental support is "fair to very poor" with most responses in the "poor and very poor" categories.

Staff members and building administrators were asked about the involvement of parents in school programs. Two questions were posed:

1. What types of activities are parents involved in?
2. About how many parents are involved in one capacity or another?

The types of activities in which parents were involved were essentially the same across public and parochial high and low achieving schools at the fourth grade level. (See Table 17) The majority of activities focused upon parents teacher organization, tutoring of students, supervision of activities, or work within the school building, i.e., assisting in the library.

The same pattern was noted in the eighth grade public and parochial high and low achieving schools. Less involvement was noted in parent teacher organizations at this level with more emphasis on parent teacher conferences and some tutoring on work related activities, such as library assistance.

At the eighth grade level parochial school high and low achieving schools again report over 50 percent involvement by parents. Public eighth grade high achieving schools reported 21 percent involvement while low achieving eighth grade schools reported about 10 percent parent activity.

The percentage of parents involved in school related activities differed greatly, however. (See Table 18a-b) In parochial high and low achieving fourth grades, staff members report over 50 percent of parents were involved in some activity. An identical pattern was noted in high achieving fourth grade public schools, where over 50 percent of parents were reported involved in school related activities. The noticeable exception was low achieving public school fourth grade parents where

*Totals indicate number of respondents who listed that category.

Table III-17

Question: In what activities are parents involved?

Teacher Form		PTA	Tutoring	Other
Parochial	Grade Level			
High	4th	1	1	2
Achieving	8th	3	4	4
Schools	TOTALS	4	5	6
Parochial				
Low	4th	4	4	1
Achieving	8th	4	5	5
Schools	TOTALS	8	9	6
Public				
High	4th	6	3	7
Achieving	8th	8	1	7
Schools	TOTALS	14	4	14
Public				
Low	4th	0	0	6
Achieving	8th	0	0	3
Schools	TOTALS	0	0	9

*Totals indicate average number of respondents who listed that category.

Table III-18a

Question: Approximately how many parents are directly involved in the school?

Teacher Form		Percentage
Parochial	Grade Level	
High	4th	33
Achieving	8th	66
Schools	AVERAGE	50
Parochial		
Low	4th	16
Achieving	8th	16
Schools	AVERAGE	16
Public		
High	4th	25
Achieving	8th	25
Schools	AVERAGE	25
Public		
Low	4th	4
Achieving	8th	5
Schools	AVERAGE	4

*Totals indicate average number of respondents who listed that category.

Table III-18b

Question: Approximately how many parents are directly involved in the school?

Bldg. Adm. Form		Percentage
Parochial	Grade Level	
High	4th	53
Achieving	8th	53
Schools	AVERAGE	53
Parochial		
Low	4th	53
Achieving	8th	53
Schools	AVERAGE	53
Public		
High	4th	51
Achieving	8th	21
Schools	AVERAGE	36
Public		
Low	4th	15
Achieving	8th	10
Schools	AVERAGE	12½

only 15 percent of the parents were reported to be involved in the school.

The third set of questions concerned the teacher's perceptions of the support parents gave their children in educational areas.

The first question asked if staff members felt that parents encouraged their children to undertake and complete their homework assignments. (See Table 19a-b) The parochial high achieving fourth grade staff members suggested that parents encouraged homework assignments with their children "always to often." The public high achieving fourth grade staff members varied their responses in this category from "always to seldom" with most responses in "often." The majority of parochial low achieving respondents reported parents "often" supported student homework, while public low achieving fourth grade staff members indicated that parental support of homework varied from "often to seldom."

At the eighth grade level, parochial high achieving schools indicated that parents supported student homework activities "always to often," while the majority of their public school counterparts indicated that parental support of homework was "often to seldom" with most responses in the "often" category. Low achieving eighth grade parochial schools suggested that parents "always to often" supported student homework activities and low achieving eighth grade public school staff members reported that majority of parents "seldom to never" encouraged homework activity.

The final question in this area concerned parental support of students aspirations to continue their education following high school graduation. (See Table 20) High achieving parochials schools at the fourth grade level indicated that students had "excellent to good" support from parents. The same spread was noted in high achieving public fourth grade schools. Low achieving parochial fourth grade schools

*Totals indicate number of respondents
who listed that category.

Table III-19a

Question: Do you believe parents encourage children to do their homework?

Teacher Short Form		Always	Often	Seldom	Never
Parochial	Grade Level				
High	4th	3	6		
Achieving	8th	3	6		
Schools	TOTALS	6	12		
Parochial					
Low	4th	1	12		
Achieving	8th	1	12		
Schools	TOTALS	2	24		
Public					
High	4th		6	2	
Achieving	8th		39	8	1
Schools	TOTALS		45	10	1
Public					
Low	4th		5	11	
Achieving	8th	1	7	40	2
Schools	TOTALS	1	12	51	2

*Totals indicate number of respondents
who listed that category.

Table III-19b

Question: Do you believe parents encourage children to do their homework

Teacher Form		Always	Often	Seldom	Never
Parochial	Grade Level				
High	4th	2	1		
Achieving	8th	3	2		
Schools	TOTALS	5	3		
Parochial					
Low	4th	1	3	1	
Achieving	8th	2	5		
Schools	TOTALS	3	8	1	
Public					
High	4th	2	6		1
Achieving	8th	1	6	1	
Schools	TOTALS	3	12	1	1
Public					
Low	4th	1	2	4	
Achieving	8th		1	6	1
Schools	TOTALS	1	3	10	1

*Totals indicate number of respondents who listed that category.

Table III-20

Question: How would you rate parents support of student aspirations for higher education?

Bldg. Adm.		Excellent	Good	Fair	Poor	Very Poor
Parochial	Grade Level					
High	4th	2				
Achieving	8th	2				
Schools	TOTALS	4				
Parochial						
Low	4th		4			
Achieving	8th		4			
Schools	TOTALS		8			
Public						
High	4th	2	1			
Achieving	8th	2	1			
Schools	TOTALS	4	2			
Public						
Low	4th			2		1
Achieving	8th		1	1	1	
Schools	TOTALS		1	3	1	1

suggested "good to fair support" of students aspiring to higher education by parents, while low achieving public schools reported "poor to very poor" support by parents in this category.

Eighth grade high achieving parochial schools indicated "excellent" support by parents for students to continue their education following high school, while at the public school high achieving eighth grade level "excellent to good" support by parents. Low achieving parochial eighth grade schools reported that parents gave students "good to fair" support in high education aspirations. Low achieving public schools a "good to very poor" spread on the same question.

3. Organizational Structure

The potential exists for organizational structure influencing the working climate of a school and, in turn affecting the staff's interaction with each other and with their pupils. Erickson and Madaus (1971) report suggestions that parochial schools, because of their smaller size, assure greater control as well as for comraderie and other environmental features which may positively reflect on student motivation. Brickell (1969), as presented in the Review of Literature, states that there is a strong sense of community and high job satisfaction among Rhode Island's parochial school teachers. In terms of the project's questions, information was wanted to determine if organizational variations were effecting different achievement gains between the fourth and the eighth grade levels, or between the public and parochial sectors.

A series of questions asked teachers and administrators concerned the structure of their school and the functionality of that structure. The purpose was to ascertain if differences found in the organizational structure and its functions or dysfunctions could be identified with different levels of schools; i.e., fourth or eighth grade, or with public or parochial schools.

This portion of the study was divided into two parts:

1. Student Environment
2. Teacher Environment

Data from which this section of the report is written was gathered from teacher and administrator perceptions of the questions posed.

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Public/Parochial Project

Final Report

Section III:
School Setting Factors

(Continued)

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Student Environment

Five questions were asked about the organizational structure as it related directly to students and formed their environment for the educational program. The first question concerned assignment to classes. A follow-up question was intended to find if students, once assigned to a class, could be reassigned to another section. (See Table 21.) In fourth grade high achieving schools, students were assigned to classes by a variety of methods which included special needs of the student based upon teacher/administrator observation and scores on the ITBS and other standardized instruments.

In the public high achieving fourth grade schools, the pattern for assigning students to classes also included special needs of the student based upon teacher/administrator observation and test scores on the ITBS and other standardized instruments. The low achieving fourth grade public and parochial schools also indicated that student placement in classes was based upon this same set of criteria.

It might be noted here that low achieving public and parochial fourth grade schools also utilized a random selection process for placing students in classes. Other methods were also used for students with "difficulties."

The parochial high achieving eighth grade schools used a variety of methods to place students in sections for instruction basically revolving around the special needs of the student, utilizing two information sources: teacher/administrator observations and scores from standardized tests including the ITBS. The public eighth grade high achieving schools reported class placement of students was dependent upon the same criteria as the parochial counterpart. Again, low achieving

*Totals indicate number of respondents who listed that category.

Table III-21

Question: How are students assigned to classes?

Teacher Form		Randomly	Std. Test Scores	Teacher Recommendation	Remedial Help Needed	Alphabetically	Prev. Grades	Spec. Talents	Spec. Needs	Other
Parochial	Grade Level									
High	4th		1				1			3
Achieving	8th		1				1			1
Schools	TOTALS		2				2			4
Parochial										
Low	4th	2	2	1			3	1	1	6
Achieving	8th	2	2	1			3	1	1	6
Schools	TOTALS	4	4	2			6	2	2	12
Public										
High	4th	2	3	3				1		7
Achieving	8th		5	6		2	3			2
Schools	TOTALS	2	8	9		2	3	1		9
Public										
Low	4th	3	3		1		1			5
Achieving	8th	2	3	3		1	3	1	2	4
Schools	TOTALS	5	6	3	1	1	4	1	2	9

public and parochial eighth grade schools used random selection method to place students in classes and special techniques such as teacher observation and standardized testing for students with "problems."

The second portion of this question was reassignment of students to different classes. (See Table 22.) Parochial high and low achieving fourth grade schools all reported that students were reassigned based upon special student needs including improvement in grades, parental request, and teacher recommendation. Public high and low achieving fourth grades also indicated the class reassignment was made most often on the basis of improved grades, teacher recommendation, or special needs.

Only one staff member in eighth grade public high achieving schools reported that students were not reassigned, leading the researcher to conclude that this was a misconception by that respondent. Based upon the majority of responses, it appeared that students were reassigned for the same reasons in public eighth as they were in parochial eighth.

In parochial and public eighth grade low achieving schools, staff members indicated students were reassigned to other classes based upon improvement in grades, parental request, teacher recommendation, test scores, improvement of student attitude, and recognition of special talents. Interestingly, only the low achieving fourth and eighth public and parochial schools cited "Improved Attitude" as a reason for class reassignment.

The question of pupil/teacher ratio was asked of both administrators and teachers. (See Table 23.) High achieving fourth grade parochial

*Totals indicate number of respondents who listed that category.

Table III-22

Question: Once placed in a particular group, are students reassigned to a different group?

Teacher Form		Yes	No	Improved Grades	Parental Request	Teacher Recom-mendation	Spec. Needs	Std. Test Scores	Improved Atti-tudes	Spec. Talent	Other
Parochial	Grade Level										
High	4th	7		3	1	4	4	1		1	
Achieving	8th	7		3	1	4	4	1		1	
Schools	TOTALS	14		6	2	8	8	2		2	
Parochial											
Low	4th	12		7	1	9	6		2	7	
Achieving	8th	12		7	1	9	6		2	7	
Schools	TOTALS	24		14	2	18	12		4	14	
Public											
High	4th	7	1	4	2	2	2	1			2
Achieving	8th	9		7	5	7					2
Schools	TOTALS	16	1	11	7	9	2	1			4
Public											
Low	4th	7		4		2	4		2	2	
Achieving	8th	7	1	2	3	2	2	1	1	3	
Schools	TOTALS	14	1	6	3	4	6	1	3	5	

*Totals indicate average number of respondents who listed that category.

Table III-23

Question: What is the PUPIL/TEACHER ratio on your grade level?

Teacher & Bldg. Administrator Forms		Teacher Responses	Building Administrator Responses
Parochial	Grade Level		
High	4th	35/1	33/1
Achieving	8th	34/1	34-1/2/1
Schools	AVERAGE	34/1	33-3/4/1
Parochial			
Low	4th	35/1	29/1
Achieving	8th	32/1	34/1
Schools	AVERAGE	32/1	31-1/2/1
Public			
High	4th	23/1	23/1
Achieving	8th	32/1	32/1
Schools	AVERAGE	25-1/2/1	23/1
Public			
Low	4th	24/1	22/1
Achieving	8th	33/1	33/1
Schools	AVERAGE	29/1	25/1

schools averaged 36 to 1 while their public counterparts averaged 23 to 1. Low achieving fourth grade parochial schools averaged 35 1/2 to 1 while the public low achieving fourth grade classes indicated an average of 24 students to 1 teacher.

The pupil/teacher ratio for parochial high achieving eighth grade schools was nearly 34 to 1 while public schools in this category averaged 32 to 1. Low achieving eighth grade parochial averaged 34 per teacher while low achieving public eighth grade classes recorded 33 1/2 to 1 ratio.

A question was posed concerning the policy for promoting students to the next grade or level within the school structure. (See Table 24.) High achieving fourth grade parochial schools promote students based upon a combination of their performance in classroom subjects and the age of the student. Public schools in this category follow a similar pattern, examining the students individually in relation to age and performance. An exception to this policy is the promotion of some students regardless of performance because of their age.

Low achieving fourth grade parochial schools also promote students based upon a combination of their performance in classroom activities and the age of the student. Public schools in the fourth grade low achieving category follow a similar pattern except they also promote students regardless of performance because of their age.

Eight grade parochial high achieving schools promote students based upon a combination of age and performance and also promote some students because of their age. Public schools in this category promote their students in the same manner.

Low achieving eighth grade schools in both public and parochial promote students to a high level based upon a combination of performance

*Totals indicate number of respondents who listed that category.

Table III-24

Question: What is the promotion policy in terms of a student moving from grade to grade?

Teacher Form		Age/Grade Promotion	Performance Only Promotion	Performance/Age Promotion	Ungraded-Continuous Progress	Other
Parochial	Grade Level					
High	4th			3		
Achieving	8th		2	4		1
Schools	TOTALS		2	7		1
Parochial						
Low	4th			10		
Achieving	8th	1		10		2
Schools	TOTALS	1		20		2
Public						
High	4th	5	1	4		4
Achieving	8th	2	2	3		4
Schools	TOTALS	7	3	7		8
Public						
Low	4th	3		3	1	2
Achieving	8th	2		5		3
Schools	TOTALS	5		8	1	5

and age factors, although some students are promoted only because of age. In addition, low public schools in this category promote some students at the insistence of parents.

A final question about student organizational environment was asked concerning the number of absences by the average student in a school each year. In order to combine information between teachers and administrators, responses were averaged. But in general, the responses were very close. Tables are presented for both groups' responses. (See Table 25.) In the high achieving parochial school fourth grade category, the average student missed about 5 full days per year while in the public school area of high achieving fourth the average student missed about 6 days per year. Low achieving fourth grade parochial schools reported about 7 absences per year by students while the public schools in this category indicated students missed about 10 1/2 days per year.

In eighth grade high achieving parochial schools, the average number of days missed by a student was 5, while the public schools reported absences for the average student at nearly 10 days per year. In eighth grade low achieving parochial schools, students missed about 5 1/2 days per year, while public schools reported students missed 11 days per year.

The second section of the interviews and questionnaire was intended to assess teacher perceptions of the organizational environment in which they work.

The first question asked if the administration in the school helped to make work easier and more pleasant. (See Table 26.) High achieving parochial fourth grade school staff members indicated that the principal

*Totals indicate number of respondents who listed that category.

Table III-25

Question: What is the rate of absenteeism, on a yearly average, for a typical pupil? (NUMBER OF DAYS)

Teacher and Bldg. Adm.		Teacher Responses	Building Administrator Responses	Average of Responses
Parochial	Grade Level			
High	4th	4	6	5
Achieving	8th	4	6	5
Schools	AVERAGE	4	6	5
Parochial				
Low	4th	6	8	7
Achieving	8th	6	5	5 1/2
Schools	AVERAGE	6	6 1/2	6 1/4
Public				
High	4th	6	6	6
Achieving	8th	8	11	9 3/4
Schools	AVERAGE	7	8 1/2	7 3/4
Public				
Low	4th	10 1/2	10 1/2	10 1/2
Achieving	8th	9 1/2	12 1/2	11
Schools	AVERAGE	10	11 1/2	10 1/2

otals indicate number of respondents
who listed that category.

Table III-26

Question: Does the administration make your work easier and more pleasant?

Teacher Short Form		Always	Sometimes	Never
Parochial	Grade Level			
High	4th	8	1	
Achieving	8th	8	1	
Schools	TOTALS	16	2	
Parochial				
Low	4th	9	5	
Achieving	8th	9	5	
Schools	TOTALS	18	10	
Public				
High	4th	7	7	
Achieving	8th	15	31	2
Schools	TOTALS	22	38	2
Public				
Low	4th	4	12	
Achieving	8th	7	29	18
Schools	TOTALS	11	41	18

in their building "always" made work easier and more pleasant. In the same public school category, teachers indicated that the principal "sometimes" served this function.

Low achieving parochial fourth grade schools' staff members' answers to this question varied between "always and sometimes" while public school teachers in the category indicated that their principal "sometimes" helped make work more pleasant and easier.

At the eighth grade level, the parochial high achieving school stated that, with one exception, the principal "always" helped with making work easier and more pleasant, while in the public school counterpart, teachers indicated that the principal's efforts ranged "always to never" with the majority of responses in the "sometimes" category.

Low achieving eighth grade level parochial schools reported that principals "always to sometimes" helped make work easier and more pleasant while public school eighth grade low achieving level teachers evenly divided their responses between "sometimes" and "never."

When asked about the sense of belonging the principal promoted among teachers, staff members (see Table 27a - b) in the high achieving fourth grade parochial schools indicated they "always" noticed this behavior. In the public high achieving fourth grade schools, teachers indicated that they noticed the principal attempting to instill this feeling within the staff members "always to sometimes."

In the low achieving parochial fourth grades, over 80% of the staff members choose "always" as a response to this question. The low achieving public fourth grade teachers, however, choose responses in the "always" to "sometimes" range, with about even response to the two categories.

*Totals indicate number of respondents who listed that category.

Table III-27a

Question: Does the principal promote a sense of belonging among the teachers in your school?

Teacher Short Form		Always	Sometimes	Never	Other
Parochial	Grade Level				
High	4th	9			
Achieving	8th	9			
Schools	TOTALS	18			
Parochial					
Low	4th	11	3		
Achieving	8th	11	3		
Schools	TOTALS	22	6		
Public					
High	4th	1	8		
Achieving	8th	23	23	2	
Schools	TOTALS	24	31	2	
Public					
Low	4th	7	8	1	
Achieving	8th	20	26	7	
Schools	TOTALS	27	34	8	

*Totals indicate number of respondents who listed that category.

Table III-27b

Question: Does the principal promtoe a sense of belonging among the teachers in your school?

Teacher Form		Always	Sometimes	Never	Other
Parochial	Grade Level				
High	4th	3			
Achieving	8th	5			
Schools	TOTALS	8			
Parochial					
Low	4th	5			
Achieving	8th	5	2		
Schools	TOTALS	10	2		
Public					
High	4th	4	2		
Achieving	8th	5	2		
Schools	TOTALS	9	4		
Public					
Low	4th	3	3		
Achieving	8th	6	2		
Schools	TOTALS	9	5		

Eighth grade parochial teachers in the high achieving schools felt the principal "always to sometimes" promoted a feeling of belonging while public school teachers in this category indicated that their principal "always to sometimes" promoted this feeling. Eighth grade parochial teachers in low achieving schools felt the principal promoted the feeling of belonging among staff members "always to sometimes" while public school teachers felt this "sometimes to never" was observable.

Teachers were asked if their principal understood and recognized good teaching procedures. (See Tables 28a - b.)

Parochial teachers in the high achieving fourth grade category felt their principal "always" understood and recognized good teaching procedures. In fourth grade high achieving public school, teachers indicated that the principal "always to sometimes" recognized and understood these areas. Most responses were in the "sometimes" category.

The majority of parochial teachers in low achieving fourth grade schools suggested that the principals "always" recognized good teaching procedures. The majority of public school teachers in this category felt the principal "sometimes" recognized these areas of teacher activity.

The eighth grade high achieving parochial level teachers indicated that the principal "always" understood and recognized good teaching procedures. Public school teachers in this category at the eighth grade level indicated that principals "sometimes to always" were perceptive in this area.

The eighth grade low achieving parochial teachers reported that principals "always to sometimes" understood and recognized good teaching

*Totals indicate number of respondents
who listed that category.

Table III-28a

Question: Does the administration understand and recognize good teaching procedures?

Teacher Short Form		Always	Sometimes	Never
Parochial	Grade Level			
High	4th	9		
Achieving	8th	9		
Schools	TOTALS	18		
Parochial				
Low	4th	12	2	
Achieving	8th	12	2	
Schools	TOTALS	24	4	
Public				
High	4th	2	7	
Achieving	8th	21	25	
Schools	TOTALS	23	32	
Public				
Low	4th	4	12	
Achieving	8th	10	29	13
Schools	TOTALS	14	41	13

*Totals indicate number of respondents
who listed that category.

Table III-28b

Question: Does the administration understand and recognize good teaching procedure?

Teacher Form		Always	Sometimes	Never
Parochial	Grade Level			
High	4th	2	1	
Achieving	8th	5		
Schools	TOTALS	7	1	
Parochial				
Low	4th	4	1	
Achieving	8th	5	2	
Schools	TOTALS	9	3	
Public				
High	4th	5	2	
Achieving	8th	6	1	
Schools	TOTALS	11	3	
Public				
Low	4th	4	2	
Achieving	8th	4	3	
Schools	TOTALS	8	5	

procedures while public school teachers suggested that their principal was "sometimes to never" cognizant of this area.

The final area pursued in this section was teacher perception of the discipline procedures in the school and whether they were functional or a source of difficulty. Each interviewee was asked if they felt the discipline procedures in the school were functional. (See Table 29.)

In parochial and public high achieving fourth grade level schools, teachers indicated that discipline procedures worked to their satisfaction. Low achieving parochial school fourth grade teachers indicated their satisfaction with the discipline in their schools.

At the eighth grade level, discipline procedures were described as satisfactory to teachers at both the high and low achieving school level. The public school eighth grade high achieving level teachers were divided in their assessment of discipline in their building. The majority of teachers in low achieving public eighth grade level schools indicated that discipline procedures were not working in their building.

4. Curriculum and Instruction

What is taught and the way in which it is taught may more directly influence students' performance on a test such as the ITBS than more peripheral influences. As cited in The Review of Literature, Brickell (1969) noted that parochial schools spent fully one-half of the school day on language arts instruction, and that the self-contained classroom was still most common in the parochial

*Totals indicate number of respondents who listed that category.

Table III-29

Question: Do discipline procedures work at this school?

Teacher Form and Teacher Short Form		Teacher Short Form		Teacher Form	
		Yes	No	Yes	No
Parochial	Grade Level				
High	4th	9		3	
Achieving	8th	9		4	
Schools	TOTALS	18		7	
Parochial					
Low	4th	14		4	
Achieving	8th	14		5	
Schools	TOTALS	28		9	
Public					
High	4th	7	1	2	1
Achieving	8th	28	13	6	
Schools	TOTALS	35	14	8	1
Public					
Low	4th	15		4	
Achieving	8th	12	37	6	6
Schools	TOTALS	27	37	10	6

systems. Wiley and Harnischfeger (1975) record that although the achievement decline cannot be attributed to a single cause, there is evidence to suggest that curricular and instructional changes may be contributing to the declines. The project staff wanted to ascertain relationships were present which in part could account for the fourth to eighth grade achievement declines or to the differences between public and parochial performance.

The purpose of this section of the report is to examine the curriculum and instruction in kindergarten through fourth as compared to the fifth through eighth grade levels and between public and parochial schools. Questions posed to teachers and administrators were intended to assess the activities undertaken in each school toward the educational program goals. The information presented here is a reflection of the teacher and administrator perceptions of time use in the academic program of the schools selected.

The areas examined were:

1. Instructional Time and Activities
2. Instructional Methods

Instructional Time and Activities

The purpose of this section is to examine the areas of instruction undertaken by the school and the amount of time spent in each area.

The first question asked how many days of instruction were undertaken in the school year. A follow up question inquired about the number of released time days teachers were given for inservice or professional activities. (See Table 30)

Parochial high achieving fourth grade schools indicated that an average of 175 1/2 days were spent for instruction while the public high achieving fourth grade schools reported 170 full days of instruction. Parochial low achieving fourth grade schools reported an average of 171 days of instruction while their public school counterparts (low achieving fourth grade schools) indicated an average of 170 days of instruction.

At the eighth grade high achievement level, parochial schools reported 171 days of instruction while public school indicated 173 days of school attendance.

High achieving parochial fourth grade schools allowed 9 released time days to teachers while public schools in this category allowed teachers 15 days for professional or inservice activities. In the low achieving fourth grade schools, the parochial schools indicated that teachers were given 8 2/3's released days per year while public schools allowed teachers an average of 10 released days.

Eighth grade high achieving schools in the parochial sector gave teachers 9 released days per year while public schools in this category gave teachers an average of 11 released days. Low achieving parochial eighth grade level schools in average of nearly 9 days per year while public schools in low achieving eighth level averaged 8 released days per year.

*Totals indicate number of respondents
who listed that category.

Table III-30

Question: How many full days of instruction are there during the school year?
How many release time days are there during the school year?

Building Adm.		Full Days of Instruction	Released Time Days
Parochial	Grade Level		
High	4th	175⅓	9
Achieving	8th	175⅓	9
Schools	AVERAGE	175½	9
Parochial			
Low	4th	171	8 2/3
Achieving	8th	171	8 2/3
Schools	AVERAGE	171	8 2/3
Public			
High	4th	170	15
Achieving	8th	172½	7¼
Schools	AVERAGE	171¼	11
Public			
Low	4th	170	10
Achieving	8th	173	8
Schools	AVERAGE	171½	9

The next question concerned the amount of time spent for instruction in the school day. (See Table 31.) High achieving fourth grade parochial schools spend an average of 322 1/2 minutes per day in instruction while public schools spend about 318 1/2 for instructional purposes each day. Low achieving fourth grade level parochial schools spend 295 minutes instructional time each day (1,475 per week) while public schools in this category spend about 285 minutes per day (1,425 per week).

High achieving eighth grade parochial schools spent an average of 322 1/2 (1,612.5 per week) instructional minutes per day while public high achieving eighth grade level schools spent 267 minutes per day (1,335 per week).

Low achieving eighth grade schools undertook instructional programs an average of 295 minutes per day (1,475 per week) in parochial schools and 285 minutes per day in the public schools (1,425 per week).

Questions were asked about the subjects which were offered in each school and the number of minutes spent on each of the subjects in each week. The following is a summary of those schedules. The raw data is presented in the tables for each subject area.

Parochial schools offered religion classes to all students at the fourth and eighth grade level schools in both high and low achieving schools. (See Table 32.) Fourth grade school students spent about 142 and 150 minutes per week respectively, at high and low achieving schools. High achieving eighth grade students spent 150 minutes per week in religion classes while low achieving eighth grade students spent 137 minutes per week in religious instruction. No religion classes were given in public schools.

*Totals indicate number of respondents
who listed that category.

Table III-31

Question: How many minutes are spent in class during the school day (not including homeroom, recess, lunch, etc.)?

Building Adm.		Minutes
Parochial	Grade Level	
High	4th	322
Achieving	8th	322
Schools	AVERAGE	322
Parochial		
Low	4th	295
Achieving	8th	295
Schools	AVERAGE	295
Public		
High	4th	318
Achieving	8th	267
Schools	AVERAGE	292
Public		
Low	4th	285
Achieving	8th	285
Schools	AVERAGE	285

*Totals indicate number of respondents
who listed that category.

Table III-32

Question: Please describe a typical student schedule. (GIVE NUMBER OF MINUTES SPENT ON EACH SUBJECT PER WEEK.)

Teacher Forms		Religion	Health Education	Foreign Language	Art	Physical Education	Science
Parochial	Grade Level						
High	4th	150	0	0	50	115	112
Achieving	8th	150	0	85	50	69	225
Schools	AVERAGE	150	0		50	92	219
Parochial							
Low	4th	142	22	0	46	59	78
Achieving	8th	132	0	97	59	83	151
Schools	AVERAGE	137	22		52	71	114
Public							
High	4th	0	49	0	48	122	73
Achieving	8th	0	45	132	146	139	248
Schools	AVERAGE		47		97	130	160
Public							
Low	4th	0	41	0	41	67	90
Achieving	8th	0	55	222	93	93	166
Schools	AVERAGE		48		67	80	78

Public schools devoted more time to health education classes. High achieving public fourth grade students spent 50 minutes per week in health instruction classes and low achieving fourth grade schools spent about 41 minutes in this area.

Eighth grade students spent 45 minutes per week at the high achieving level and 55 minutes per week at the low achieving level. Only one school, a low achieving fourth grade school in the parochial category, spent time in health education, about 22 minutes per week.

Foreign language was another area in which the public schools offered students more instructional time than parochial schools. Foreign language classes were found only at the eighth grade level schools. Data indicates that high achieving public students received 132.5 per week of instruction and 222 minutes per week at the low achieving school level. Parochial eighth grade level schools offered students 85 minutes per week of foreign language instruction at the high achieving level and 97.5 minutes per week at the low achieving school level.

In the area of art instruction, scheduled minutes of instruction per week were relatively the same except at the junior high school level. Fourth grade level high and low achieving public school offered 48 and 41 minutes of instruction in art per week while the parochial schools in this category offered 50 and 46 minutes, respectively, for art instruction.

At the eighth grade level public school offered 97.25 minutes per week in art instruction to high achieving students while low achieving schools offered about 93 minutes per week. In parochial schools, high achieving schools offered 60 minutes of art instruction per week and 59 minutes per week in low achieving schools.

Public school offered instructional time in physical education courses at all levels. High achieving fourth grade students received 122 minutes per week in physical education classes at the fourth grade level while low achieving school students received physical education an average of 67 minutes per week. High achieving parochial fourth grade level schools offered students 115 minutes of physical education per week and low achieving level schools offered 59 minutes per week.

In public eighth grade level schools, 139 minutes were allocated to physical education instruction at the high achieving level and 93 minutes per week at the low achieving level. In parochial eighth grade schools, 69 minutes per week were spent in physical education instruction at the high achieving level and 83 minutes at the low achieving level.

Science instruction was the next area of inquiry. Parochial high achieving fourth grade students received 112 minutes of instruction per week while public school high achieving fourth grade students received an average of 73 minutes of science per week. Parochial low achieving fourth grade students received 78 minutes of science instruction per week while public school fourth graders in this category received 90 minutes per week.

At eighth grade level, high achieving parochial students received 225 minutes of science instruction per week while public students received 248 per week in this area. Low achieving level schools received 151 minutes per week in the parochial category and 166 per week in public school at the eighth grade level.

In the area of special student instruction (not including math and reading) the public schools undertook a variety of programs that were not included in the parochial school curriculum.

The first area of special instruction (See Table 33.) discussed will be Bilingual Education. No students in parochial schools were involved in special classes for instruction of Bilingual Education. In the public schools, high achieving fourth grade schools reported one student receiving 30 minutes of instruction per week. However, at the low achieving school level, 29 students were reported receiving Bilingual instruction (about 4 percent of the student population). They received an average of 432 minutes of instruction per week.

In the public school eighth grade no students were reported receiving Bilingual instruction at the high achieving schools. However, at the low achieving schools, 90 students (about 19 percent of the school population) were receiving approximately 225 minutes of Bilingual Education per week.

In the area of special education, five students (about 1 percent of the student population) were enrolled in a special education program at the high achieving public eighth grade level. No students were reported in special education classes in fourth grade public high achieving schools. In low achieving schools, nearly 4 percent of the school population (31 students) were enrolled in special education at the fourth grade level schools and 32 students (about 6 percent of the population of the school) were enrolled in special education programs.

*Totals indicate number of respondents
who listed that category.

Table III-33

Question: How many MINUTES PER WEEK are spent on special needs by students assigned to regular classes at each grade level?

Building Adm.		Bilingual Education	Special Education	Remedial Education	Remedial Math
Parochial	Grade Level				
High	4th	0	0	36	0
Achieving	8th	0	0	60	22
Schools	AVERAGE	0	0	48	
Parochial					
Low	4th	0	0	54	54
Achieving	8th	0	0	34	45
Schools	AVERAGE	0	0.	44	49
Public					
High	4th	30	0	54	540
Achieving	8th	27	0	256	50
Schools	AVERAGE	28	0	155	295
Public					
Low	4th	432	30	90	90
Achieving	8th	225	225	47	59
Schools	AVERAGE	328	127	68	75

Parochial school did not offer these programs in their school curriculum.

Other special programs offered in the public school which are not part of the parochial school curriculum include :

a. Legally Blind classes

b. Speech Therapy

c. Hearing Impaired classes

d. Learning Disabilities classes

The examination of the information concerning basic skills (considered here to be math and reading - see Tabels 34a-b) was approached in the following manner:

1. What amount of classroom instruction occurs in reading, separated from Language Arts?
2. What special programs are undertaken in reading?
3. What amount of regular classroom instruction is undertaken in math?
4. What special instruction is undertaken in math?

Students in high achieving parochial fourth grade schools received 755 minutes of language arts instruction each week while public school students in fourth grade low achieving schools received 590 minutes of instruction in the same area.

At the eighth grade level of high achieving schools, parochial students received 466 minutes of language arts instruction compared to 424 minutes per week for public school students. In low achieving eighth grade schools, parochial students received 643 minutes per week on language arts instruction while public school students in this category received 425 minutes of instruction per week.

*Totals indicate number of respondents who listed that category.

Table III-34a

Question: Please describe a typical student schedule: Reading/Language Arts. (GIVE NUMBER OF MINUTES SPENT PER WEEK.)

Building Adm.		Reading	Language Arts
Parochial	Grade Level		
High	4th	632	616
Achieving	8th	466	262
Schools	AVERAGE	549	347
Parochial			
Low	4th	755	557
Achieving	8th	643	300
Schools	AVERAGE	699	428
Public			
High	4th	425	210
Achieving	8th	424	201
Schools	AVERAGE	424	205
Public			
Low	4th	590	425
Achieving	8th	425	232
Schools	AVERAGE	507	328

*Totals indicate number of respondents
who listed that category.

Table III-34b

Question: Please describe a typical student schedule for: Math. (GIVE NUMBER OF MINUTES SPENT PER WEEK.)

Teacher Form		Math
Parochial	Grade Level	
High	4th	206
Achieving	8th	225
Schools	AVERAGE	215
Parochial		
Low	4th	190
Achieving	8th	260
Schools	AVERAGE	225
Public		
High	4th	157
Achieving	8th	215
Schools	AVERAGE	186
Public		
Low	4th	188
Achieving	8th	212
Schools	AVERAGE	200

When asked about specific instruction of reading, high achieving fourth grade parochial schools indicated that students received 632 minutes per week while public school students in this category received 425 minutes of instruction per week. Reading instruction to fourth grade low achieving schools was reported at 755 per week for parochial students and 590 per week for public school students.

In the eighth grade high achieving schools reported that parochial students received 466 minutes per week of reading instruction while public school student in this category received 424 minutes per week. In low achieving eighth grade schools, parochial students received 443 minutes per week of reading instruction while public school students received 425 minutes of reading instruction per week.

In the area of special reading instruction, (See Table 35) parochial high achieving fourth grades offered no specific instruction in this area. Public high achieving fourth grade schools also had no students involved in this area. In the low achieving fourth grade schools, parochial schools offered 16 students special reading instruction to 105 students for 90 minutes per week.

No special reading was offered in eighth grade level schools for parochial students. Three hundred fifteen public school students in this category received special reading instruction. In low achieving eighth grade parochial schools, five students were serviced with special reading instruction while 211 students were given special reading classes in the public schools.

*Totals indicate number of respondents who listed that category.

Table III-35

Question: How many children from each class are involved in special programs?

Bldng. Adm.		Bilingual		Special Education		Remedial Reading		Remedial Math	
		#in Program	#in Class	#in Program	#in Class	#in Program	#in Class	#in Program	#in Class
Parochial	Grade Level								
High	4th								
Achieving	8th								
Schools	AVERAGE	0	0	0	0	0	0	0	0
Parochial									
Low.	4th					16 /	N/A	12 /	N/A
Achieving	8th					5 /	N/A	10 /	N/A
Schools	AVERAGE	0	0	0	0	21 /	N/A	22 /	N/A
Public									
High	4th			0	0	0	0	25 /	321
Achieving	8th			5 /	380	315 /	1005	39 /	367
Schools	AVERAGE	0	0					64 /	688
Public									
Low	4th	29 /	778	31 /	778	105 /	951	62 /	778
Achieving	8th	90 /	475	32 /	525	211 /	753	124 /	753
Schools	AVERAGE	119 /	1253	63 /	1303	316 /	1704	186 /	1531

In math, high achieving parochial fourth grade schools offered students 206 minutes of math instruction per week while public school students were given 157.5 minutes of math instruction. In low achieving schools, students were given 190 minutes per week in the parochial schools while public school students received 188 minutes of math instruction per week.

In high achieving eighth grade level parochial schools, students received 225 minutes per week math instruction while public school students received nearly 215 minutes of math instruction each week. In low achieving eighth grade level schools, parochial students received nearly 260 minutes of instruction in math per week while public school students received 212 minutes per week of math instruction.

In public schools at the fourth grade school level, 25 students were given special math instruction (about 8 percent of the population) while parochial schools offered no special instruction in this area. In parochial schools at the fourth grade low achieving level, 12 students were given special math instruction each week in three schools, while 62 students were given special math instruction in one public low achieving fourth grade school (this represented nearly 8 percent of the school population).

In the eighth grade, special math programs were extensive in the public schools. At the high achieving level nearly 11 percent of the student population received direct special math instruction while 16 percent of the 778 low achieving school students received special math instruction. In the parochial schools, 10 students received special math instruction from three schools at the low achieving level.

Teachers were questioned about the time spent in instruction of basic skills. (See Table 36.) They were asked if the time allowed for this portion of the curriculum was adequate. High achieving fourth grade level staff members felt that time for instruction of basic skills was adequate. The majority of staff members in the public school category also felt they received enough time to teach math and reading. Low achieving schools at the parochial level felt they received enough time to teach basic skills. Only public school teachers in the low achieving fourth grade level schools indicated dissatisfaction with the amount of time given for math and reading.

Staff members of high achieving eighth grade level schools generally felt that ample time was given for basic skills. Responses by high achieving public school staff members were evenly divided between enough time and too little time for math and reading instruction. In the low achieving eighth grade category, parochial school staff members indicated they felt comfortable with the amount of time allotted to teaching basic skills while their public school counterparts indicated dissatisfaction with the amount of time available to teach math and reading to students.

The second general area of instruction examined was instructional methods. The purpose of this section is to compare the activities undertaken by teachers in the classroom setting and their methods of delivering materials to students in the public and parochial setting.

The first question concerned the teaching assignment of teachers (See Table 37) by examining whether they used one of three types of teaching methods:

*Totals indicate number of respondents
who listed that category.

Table III-36

Question: In your opinion, is the time spent on direct instruction of skills adequate at the 4th/8th grade level?

Teacher Form		Yes	No
Parochial	Grade Level		
High	4th	3	
Achieving	8th	4	1
Schools	TOTALS	7	1
Parochial			
Low	4th	5	0
Achieving	8th	6	1
Schools	TOTALS	11	1
Public			
High	4th	7	1
Achieving	8th	4	3
Schools	TOTALS	11	4
Public			
Low	4th	3	3
Achieving	8th	1	6
Schools	TOTALS	4	9

*Totals indicate number of respondents
who listed that category.

Table III-37

Question: What is the predominant teaching assignment?

Building Adm.		Same Teacher For All Classes In A Room	Special Subject Area Teachers	Team Teaching Concept
Parochial	Grade Level			
High	4th	10	0	0
Achieving	8th	1	7	0
Schools	TOTAL	11	7	0
Parochial				
Low	4th	8	0	0
Achieving	8th	0	12	0
Schools	TOTAL	8	12	0
Public				
High	4th	14	0	0
Achieving	8th	0	6	0
Schools	TOTAL	14	6	0
Public				
Low	4th	5	1	9
Achieving	8th	0	8	2
Schools	TOTAL	5	9	11

1. The same teacher for all classes in a room.
2. Special subject area teachers.
3. Team teaching concept.

This excluded special teaching assignments of music, physical education, special instruction in math or reading, special education, hearing impaired, legally blind classes, speech therapy, and learning disabilities.

The fourth grade level high achieving schools reported that in both the parochial and public schools, teachers carried out instructional activities for all content areas. This trend was also found in fourth grade low achieving parochial schools. Only one school in the low achieving public category used a team teaching approach to instruction. Some teachers in this category reported using the single teacher method, indicating that the school was not entirely committed to team teaching at all grade levels.

All eighth grade level schools for public and parochial in the high and low achieving schools indicated that they used specialty teachers, or teachers whose expertise was in a specific discipline area, to give instruction in those content areas.

The next question concerned the amount of time spent by teachers with students in specific instructional groupings. (See Table 38.) The choices given to instructors were:

1. Whole class
2. Individual instruction
3. Small group
4. Other

Teachers were asked to indicate the percentage of time they spent using one of these types of instruction.

*Totals indicate number of respondents who listed that category.

Table III-38

Question: Please describe the instructional method used. (GIVE PERCENTS OF TIME.)

Teacher Form		Whole Class	Individual Instruction	Small Group	Other
Parochial	Grade Level				
High	4th	50	7.5	42.5	
Achieving	8th	49	27	24	
Schools	AVERAGE	495	17.25	33	
Parochial					
Low	4th	45	20	35	
Achieving	8th	44	15	41	
Schools	AVERAGE	44.5	17.5	38	
Public					
High	4th	42	14	44	
Achieving	8th	66	15	19	
Schools	Average	54	14.5	315	
Public					
Low	4th	43	25	32	
Achieving	8th	52	16.5	31.5	
Schools	AVERAGE	47.5	20.75	31.75	

High achieving fourth grade level schools reported that, in the parochial category, 50 per cent of the time was spent in whole class instruction, while 42.5 per cent was spent with small group instruction and 7.5 per cent with individual work. In the public schools in this category, about 42 per cent of the time was spent in whole class instruction, 44 per cent in small group instruction and 14 per cent of the time with individual instruction. Low achieving fourth grade parochial schools indicated that teachers spend 45 percent of their time in whole class activity, 35 percent of their time with small groups and 20 percent in individual instruction. Public school teachers in this category reported whole class activity was undertaken about 43 percent of the time while small group instruction was given about 32 percent of the time and individual instruction about 25 percent of the time.

Eighth grade parochial high achieving schools reported 49 per cent of instructional time was whole class activity while 24 per cent was small group and 27 individual instruction. Public school teachers in this category reported spending 66 per cent of instructional time in whole class activity 19 per cent in small groups and 15 per cent individual instruction time. Low achieving parochial eighth grade level schools reported spending 44 per cent of instructional time with whole class activity, 41 per cent in small groups and 15 percent individual instruction. Public school teachers reported spending 52 percent of their time in whole group instruction, 31.5 per cent of time in small group activity, and 16.5 per cent of the time in individual instruction.

The foregoing presentation of the interview data on school setting factors has underscored the number of variables which are functioning in questions as subtly complex as those that constitute the project. The following findings and conclusions have been drawn from the available information and are not intended to suggest that these are the only findings or conclusions possible.

Findings and Conclusions Regarding

The Fourth to Eighth Grade

Achievement Declines

1. The Iowa Test of Basic Skills:

Test Administration Findings:

Three times as many eighth graders are tested at the same time in the public schools as are tested at the fourth grade level.

Public school students at the eighth grade level are most often tested by someone with whom they are unfamiliar.

Conclusions:

Larger numbers of students tested at the same time and place may lead to more distractions or less access to the test administrator to clarify directions, etc., and may adversely affect scores.

If fourth grade students are unfamiliar with the test administrator (as is the case in many public school testing situations), some communications difficulties may occur affecting the test results.

Interpretation, Use, and Attitude Finding:

In relation to the difference between fourth and eighth grades in the public schools, elementary teachers seem to feel that the Iowa Test of Basic Skills is worth the time more so than teachers in the eighth grade level schools.

Conclusion:
The value of the ITBS for fourth grade teachers as opposed to less value placed upon the test by eighth grade teachers can be explained by the apparent use of the test information by fourth grade teachers in working with students.

2. Perceptions of Parental Attitude

Findings:

Fourth grade public school teachers felt that they receive more support from parents than eighth grade public school teachers.

Fourth grade level public school parents are involved in school activities to a greater extent than eighth grade public school parents.

Findings:

Public school fourth grade teachers feel that parents support their assignment of homework to students by encouraging children to undertake and complete those assignments more often than public school eighth grade parents.

Public school fourth grade teachers felt parents were more supportive of student aspirations for higher education than public school eighth grade teachers felt of their parents.

Conclusion:

Teacher perception of parental attitude toward the quality of education, support of homework, and aspirations for higher education in public schools is interpreted by the researcher to show that parents in fourth grade public schools are more concerned about the quality of education than parents in eighth grade level schools.

3. Organizational Aspects:

Finding:

Public school students at the eighth grade level schools missed considerably more days per year than public school students at the eighth grade level.

Conclusion:

Number of days missed by a student in a school year can be directly equated to instructional time missed in the classroom. Therefore, public school fourth grade students would receive more classroom instructional time than public school eighth grade level students based upon the number of days missed.

Finding:

In relation to the difference in fourth and eighth grade education in public schools, pupil/teacher ratio for fourth grade classes was 24-1 where pupil/teacher ratio at the eighth grade level was 33 1/2-1.

Conclusion:

While no evidence has been specifically cited to prove that lower pupil/teacher ratio does in fact improve instruction, it can be noted that eighth grade level school teachers deal in an instructional setting with nearly 10 students more than fourth grade teachers in an instructional setting.

Findings:

Fourth grade public school teachers were more satisfied with the discipline undertaken in their school than eighth grade teachers were in the junior high and middle schools.

Fourth grade public school teachers felt their principal understood and recognized good teaching methods to a greater extent than eighth grade teachers felt their principal understood and recognized good teaching procedures.

Fourth grade public school teachers felt that their principal was more helpful to them in the pursuit of their job-related activities than public school eighth grade teachers felt about their principal.

Conclusion:

In relation to the differences between public fourth and eighth grades, it appears to the researcher that the organizational environment is considered more conducive to the educational process in fourth grade schools than in the eighth grade schools. Teachers at the fourth grade level perceive their principal to be more helpful and understanding of their activities than teachers at the eighth grade level schools. Since research findings have indicated that some correlation does in fact exist between organizational environment and achievement of students, the research concludes that some of the difference between student scores on the Iowa Test of Basic Skills at the fourth and eighth grade level may be contributed to by the lack of functionally of the organization in the eighth grade schools.

4. Curriculum and Instruction:

Finding:

Students at the fourth grade level in both public and parochial schools receive more instruction in the basic skills areas of reading and math than students at the eighth grade level.

Conclusion:

Fourth grade students experiencing more specific instruction in the reading and math than eighth grade students may cause them to be more proficient in these areas.

Finding:

Only low achieving public school fourth and eighth grade teachers felt that the amount of time available for basic skills instruction was not adequate. (This group also reported the highest number of students attending special classes in these areas.)

Conclusion:

More basic skills instruction may be needed in some public schools if higher achievement levels on the ITBS is desired for those students.

Summary of Conclusions:

Fourth grade public school students receive more actual instruction, have fewer students with them in class, and have teachers who are more satisfied with their administration than do the public eighth grade students. Together these factors could impact upon the eighth grade achievement levels.

Findings and Conclusions Regarding the Public/Parochial Differences in Achievement

1. Iowa Test of Basic Skills:

Test Administration Findings:

Parochial students at both the fourth and eighth grade level are tested by a person with whom they are familiar, their classroom teacher.

Twice as many public school students are tested at the same time at the eighth grade level than are tested at that level in the parochial school.

Conclusion:

In general the administration of test in the public and parochial schools was found to be comparable in the areas examined. However, two exceptions were noted that may influence test results:

1) if fourth grade students are unfamiliar with the test administrator (as is the case in many public school testing situations) some communications difficulties may occur affecting the test results;

2) larger numbers of students tested at the same time and place may lead to more distractions or less access to the test administrator to clarify directions, etc., and may adversely affect scores.

Test Response Findings:

The attitude of students as perceived by teachers toward the ITBS was more positive in high achieving than low achieving schools.

The attitude of students as perceived by teachers toward the ITBS was more positive for parochial than public schools.

Conclusions:

Student attitude toward ITBS may, infact, influence test results accounting for differences between high and low achieving schools as well as between the public and parochial settings.

Interpretation, Use and Attitude Findings:

In parochial schools, results of the Iowa Test of Basic Skills were communicated to teachers through meetings with building administrators. In public schools, the results of the ITBS were placed in student records or sent directly to the teachers with fewer conferences.

In the parochial schools, teachers felt they had much more help in interpreting the scores on the Iowa Test of Basic Skills. Public school teachers in both high and low achieving schools felt less help was available to them in interpreting the results of the test.

Conclusion:

An interpretation of this information leads the researcher to believe that a possible consequence of more interpretation of the Iowa Test of Basic Skill results may lead parochial school teachers to better understand what the test results mean to their students and therefore help them in specific areas more readily than public school teachers.

Finding:

It appears that teachers in public and parochial schools where students achieve at a higher level on the Iowa Test of Basic Skills feel that the test is more worthwhile than teachers in schools where students scored less well on the test.

Conclusion:

Teacher attitude about the value of the ITBS may affect instructional methods directly and student performance indirectly. If the parochial teachers place a higher value (this was not clear in the data) on the test, this may influence ITBS scores.

Summary of Conclusions:

The information collected about the Iowa Test of Basic Skills in the interviews does not seem to indicate that extreme differences are in fact evident in any portion of the testing program. The differences which have been noted here, although not particularly great, may serve to influence the scores of students on the test.

2. Perceptions of Parent Attitudes:

Findings:

Parochial school teachers perceive that parents at both the fourth and eighth grade level are more concerned about the quality of education in the school than public school teachers felt parents were concerned in that area.

Parochial school teachers felt that they received more support from parents than public school teachers felt they received from parents at both the high achieving and low achieving fourth and eighth grade levels.

Parochial school teachers perceive that parents of their students support higher education aspirations more so than public school teachers perceive of their parents.

Parochial school teachers perceive that parents give them much more support in encouraging students to undertake and complete homework assignments than public school teachers perceive of their parents.

In general, parochial school parents are more involved in school activities than public school parents.

Conclusion:

While the researchers gathered only teacher perception of parental attitude toward the school environment, it is evident that parochial teachers feel that parents are much more supportive of school activities than public school teachers perceive their parents to be. The researcher believes that these teacher attitudes may in fact effect the performance of teachers in the classroom and the activities that they undertake with their students. If teacher perception of parental attitude does in fact impact upon the learning which takes place in public and parochial education, some differences in Iowa Test of Basic Skills student scores may be explained by this phenomena.

3. Organizational Aspects:

Finding:

Students in high achieving parochial fourth grades missed on an average of one day less per year than public school students in the fourth grade high achieving schools. In addition, fourth graders in low achieving parochial schools missed three days less per year than students in low achieving fourth grade public schools. The differences in absences at the eighth grade level was even more pronounced as parochial students in high achieving schools missed five days per year while public school students in the eighth grade schools missed ten days per year. In the low achieving

General Findings:

In examining the information about assignment of student to specific classes within the school organization, the researcher notes that schools within both the public and parochial domain use individual student need as the primary consideration in assigning and reassigning students to specific classes.

The pupil/teacher ratio in the fourth grade for parochial schools is nearly 11 student per teacher higher than public schools per class in the high achieving schools. In the low achieving schools, the pupil/teacher ratio is again 11 students higher in the parochial schools than in the public schools. At the eighth grade level, parochial schools in high achieving categories average 8 students more per class and at the low achieving level, average 1/2 student more per class. In the Review of Literature (Brickell, 1969), it was noted that parochial school pupil/teacher ratio had grown closer to public school pupil/teacher ratio in the last several years. However, in the State of Rhode Island, there seems to still be a large discrepancy between the number of students serviced by one teacher in the parochial schools and the number of students serviced by one teacher in the public schools.

Conclusion:

Based upon the information collected, pupil/teacher ratio and class assignment do not seem to be factors in achievement on the Iowa Test of Basic Skills since parochial school teachers have larger numbers of students in class than public school teachers and use the same means for assigning students to classes.

4. Curriculum and Instruction:

Finding:

Both high and low achieving parochial schools average fewer release time days at the fourth and the eighth grade levels than do public schools.

Conclusion:

Parochial school students experience more instructional days than do public schools. This may account for some of the achievement differences, as is noted in the Literature Review, Carroll and Wiley/Harnischfeger give import to the amount of time needed for learning. More time spent in learning may mean more learning can take place.

Finding:

Parochial high and low achieving schools average fewer minutes of instruction per week in subjects such as health and physical education, foreign language, science, and special classes; i.e., bilingual education, special education and learning disabilities, than do public schools at both the fourth and eighth grade levels. Parochial schools do, however, include Religion as a subject area.

Conclusion:

Parochial students who spend less time on the variety of subjects presented in the public schools would have more time for subjects such as reading and math. Religion class instructional time could be treated as an extension of reading class because it would reinforce language arts skills.

Finding:

Parochial school students in the fourth and the eighth grades receive more reading and math instruction per week than do public school students.

Conclusion:

Parochial school students experiencing more specific instruction in reading and math than public school students may cause them to be more proficient in these areas.

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Public/Parochial Project

Final Report

Section IV: Population Factors

PART I

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IV. POPULATION FACTORS

Socioeconomic Status and School Achievement

Explaining why some students score higher on school achievement tests than others is no simple task because school achievement, like so many other dimensions of conduct, is multidetermined. At the very least it is possible to distinguish between two classes of determinants; those that students bring with them to their schooling experience and those that bear upon them within the environment of their school. Social science research is only beginning to learn what specific determinants in this latter category are among the most crucial for school achievement. However, a good deal is already known about how the talents, interests, motivations, and personality predispositions that a student brings with him to school affect his school achievement.

Indeed there is a voluminous literature detailing the multitude of factors that are conditioned by non-school environments but that exert a strong influence on a student's achievement in school. Of these non-school environments the family has been found to have the greatest impact on the development of a child's capacities to achieve in school. Since there are innumerable aspects of family life that interact with one another in various ways to influence a child's capacity for school achievement, social science research has sought one family variable which would enable them to cut through the complexity of family life yet at the same time account for the fact that children from certain kinds of families typically perform better in school than children from other kinds of families.

The socioeconomic status (SES) of the family has proven to be most useful in this regard because of its direct association with so many specific dimensions of family life. In fact as Lavin (1965) has asserted the major demographic variable associated with school achievement is SES. While family SES is actually a global or composite measure of social rank within the larger system of social stratification it turns out to be a highly predictive proxy for a whole variety of more subtle and more difficult to measure dimensions of family life that themselves have a direct impact on a child's performance in school. In other words, SES is a derivative or summarizing variable. "Persons of different socioeconomic status face different life situations, and in adapting to them, they may develop different sets of values and life styles. In short, SES symbolizes a variety of values, attitudes and motivations related to academic performance" (Lavin 1965 p. 123).

Rosen (1956) found that a student's achievement motivation is directly related to the SES of his family. Students who exhibit high levels of motivation tend to come from families at the higher status levels and achievement motivation is directly related to school performance. Similarly Rosen found that students at the higher SES levels are more likely to come to believe that it is possible to manipulate the environment; and that there is value in delaying immediate pleasure for the sake of long-run gratifications. Students who adhere to these values tend to exhibit higher levels of career aspiration and consequently tend to perform better in school.

In addition Melvin Kohn and his associates at the National Institute of Mental Health have been conducting studies on the relationships between social class and parents' values for their children (Kohn, 1959). Their findings indicate that higher SES families, in comparison with their lower SES counterparts, place greater emphasis upon self-direction. In other words, they want their children to be responsible and to control their own behavior, and this includes exploration of the world around them. By contrast lower SES parents expect their children to conform and to be obedient to external rules or authority.

Furthermore, lower SES children often start school with a verbal disadvantage simply because they are more likely to be born into large families where the opportunities for verbal communication with adults are limited, quite apart from the verbal facility or lack of it that parents might have (also class-related). The social class-verbal skill relationship is consistently supported in a series of studies reviewed by Bernstein (1961) who concluded that middle class children are exposed to a richer, more varied, and more grammatically correct verbal communication, which gives them a head start in school.

In sum, SES has been found to be related to a variety of characteristics of the family which are independently related to school achievement. In fact, because of its direct association with child rearing practices, parental expectations for themselves and for their children, parent to parent, parent to child and child to child interaction patterns and with a variety of attitudes, values and capacities that children are socialized at home to develop, SES is the single best predictor, of all of the demographic or family variables of how well a student is likely to perform in school. Countless studies have documented the fact that the higher the SES of the student's family, the higher his academic achievement. In addition the relationship holds with a variety of achievement-aspiration variables, including grades, achievement test scores, retentions at grade level, course failures, truancy, suspensions from school, dropout rates, college plans and total amount of formal schooling. It also predicts academic honors and awards, elective school offices, extent of participation in extracurricular activities and other indicators of "success" in the informal structure of the student society. It holds moreover even when the powerful variables of ability and past achievement are controlled (Boocock 1972).

The measurement of family SES almost always involves combining separate measures of parental education, father's occupational prestige, and family income into one composite index. These three variables are considered crucial because of their importance in social ranking and because of their predictive power in relation to school achievement.

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*See Appendix E for Bibliography of this section.

Discussion of Demographic Variables

As part of RIDE's assessment system, students have been administered demographic questionnaires. Although there has been some consistency in the demographic questions asked since 1969, the forms used have changed considerably. The order of the items has changed with each new form and the type of responses requested (e.g., open-ended vs. multiple choice) has changed for some items. RIDE has expressed an interest in a critique of the current demographic survey. As mentioned earlier, occupational status and education are the usual benchmarks of socio-economic status; they will therefore be used as "marker" variables to which all other items will be compared. To be of value, an item should show a moderate relationship to the marker variables. A highly related item would add no new information; an unrelated item probably is not a good socio-economic indicator. The data discussed in this section are based only on the combined responses of public and parochial school students.

In Tables 1* through 136, the marker variables are listed across the top of the table (the rows) and the responses to some other item (see each table's title) are listed down the left side (the columns). Each box or cell in the table provides information about the amount of overlapping response between the row and column that the cell is in. In Table 1, for example, the information is:

Count: The number of students whose responses to the two items fall in this cell.

Row Percent: Of all children who responded in a given column, the percentage that reported the particular occupation given in that row.

Column Percent: Of all children who reported a given occupational status (row) for their father, the percentage that gave that column's response.

Total Percent: Of all students responding to the two items, the percentage whose answers fit in this cell.

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*All Tables not found in the text of Section IV are found at the Section's conclusion.

For example, Table 9 shows the relationship between item 17, father's occupation, and item 3, language spoken in the home. The first thing the reader should notice is the number at the bottom right corner, outside of the table. This number, 3818, is the total number of children who answered both questions; the "100.0" shows that this figure will be considered 100% of the response for this table.

In each cell, the top number is the count. Looking at the responses of children whose fathers are "managers or owners" (column 6), one can see that in most such homes (491) none of the foreign languages listed is spoken (row 4). Looking at the bottom of column 6, one finds there were a total of 509 children who reported their father's occupation to be "manger or owner". (The figure 13.3 means that this number, 509, is 13.3% of the total number of children who answered the questions, which was 3818, see above).

The second number in the cell is the "row percent", in this case, 13.8. By looking at the totals at the end of each row, one can see that 3,570 children responded "None of these" to item 9; this number is 93.5 percent of all those who answered both questions. Of all those who responded "None of these", the row percent shows that 13.8% had reported their father's occupation to be "manager or owner", (i.e., 491 is 13.8% of 3,570).

The third number in the cell, in this case, 96.5, means that the 491 children from homes where none of the foreign languages listed is spoken make up 96.5% of all "manager or owner" responses (i.e., 491 is 96.5% of 509). This is the "column percent".

The bottom number in each cell is the "total percent". For the cell being discussed, the figure 12.9 means that 12.9% of all children who answered both questions said that their father was a "manager or owner" and that none of these languages are spoken in their homes. The figure was obtained by dividing the total number of responses, 3818, by the count for the cell, 491.

In reviewing Tables 1 through 136, the reader should pay very close attention to the "row totals" and "column totals" at the right side and the bottom of the tables. These figures not only describe the sample, but also provide a standard for comparison with the figures in each cell. In Table 9, for example, the row totals show that 93.5% of the respondents come from families in which neither Spanish, Italian, nor Portuguese is spoken. Amount eighth graders, 1.4% of the children reported that Spanish is spoken in their homes, 2.6% were from Italian speaking homes, and 2.3% were from Portuguese speaking homes. Comparing the percentages at the end of each row and the bottom of each column with those in the individual cells, it appears that children in whose homes Portuguese is spoken are less likely to report their fathers hold skilled, professional or "manager/owner" types of jobs, and more likely to hold unskilled or semi-skilled jobs than are the other groups (but note low percentages of manager/owners in Spanish-speaking families and professionals in Italian-speaking families).

By looking at Tables 10, 11, and 12, and applying the same kinds of principles, one can examine the amount of relationship between speaking a foreign language and mother's occupational status, father's educational status, and mother's educational status, respectively. From these data, it seems that this variable can be regarded as contributing to an understanding of the influence of socio-economic status only insofar as Portuguese-speaking families tend to be employed in "lower-status" occupations and have less schooling than the remainder of the population.

It must be noted, however, that fully 30% of the children responding did not know their father's occupation. With this many uncertain responses, it is possible that the data do not accurately reflect the population. Moreover, the percentage of "Don't knows" is higher in foreign-speaking families. Since father's occupation is the best single indicator of SES, this represents a serious problem in the data. If 30% of the students do not know their father's occupation, might this imply that many others were uncertain and guessed? The possibility cannot be discounted. Therefore, the first and most important consideration in any revision of the demographic survey ought to be to provide response options for father's (and mother's) occupation *and* to verify the responses of a sample of the students through follow-up interviews.

So far, only eighth grade data on one item have been discussed. To thoroughly discuss both grades' responses to each demographic survey item would be prohibitively long. The emphasis in the preceding paragraphs has been to explain how to read the tables so that readers may review the data themselves. In this regard, some caution is required: the numbers provided here are simply summaries of the data, they are descriptions of the group tested. *There is no basis in these data for inferring causal relationships*. If it had been found, for example, that children of entertainers watch more hours of television than other children, one should not conclude that this is *because* their parents are entertainers. It would have simply been an observation that was true of this group of students at the time they were tested and should not be generalized to other situations.

With this caution in mind, a few of the more important tables will be discussed here. If the specific questions discussed here become the focus of further inquiry, the data should then be examined statistically to test specific hypotheses about the significance of the relationships involved. Likewise, any other specific questions or observations about these data that develop should also be examined through scientific hypotheses testing. To conduct statistical tests of all the data would not only be prohibitively expensive, but also would result in uninterpretable findings.

Perhaps a very clear illustration of the descriptive nature of these data can be seen in Tables 1-4, which related the student's sex to the socio-economic benchmarks: father's and mother's occupation and education. In Table 1, it should be noted that there is a disproportionate number of girls (55%) who reported that their fathers worked in unskilled jobs and a disproportionate number of boys (56%) who reported their fathers held clerical positions. In Table 2, it seems that girls may be more likely to know what kind of work their mothers do. Similar findings occurred at the fourth grade level (see Tables 69 through 72). The difference in responses to questions about father's and mother's occupation and education may have resulted from any of the following:

1) actual differences in the population,
2) sampling bias (i.e., the pattern would not be found in another sample),
3) different response sets for boys and girls to questions about education and occupation,
4) difference in job titles used by boys and girls (since the responses were coded by scorers, euphemistic titles; e.g., sanitation engineer for garbageman, might have been miscoded), and
5) any combination of the above and/or unidentified variables.

The point, of course, is that other, more understandable, findings may also have been influenced by the kinds of error listed above.

Approximately 96% of the eighth grade students tested reported their race as "White," almost 3% said "Black," and 1% said "Other." The fourth grade breakdown (Tables 73 and 76) is similar: 95% "White", 5% "Black", less than 1% "Other". The single most interesting observation about these tables is that children who marked "Black" or "Other" were far more likely to say "Don't Know" in regards to father's and mother's occupation and education than were children who marked "White." This finding is true for both grades and all four questions. Under these circumstances, it would be unwise to interpret the differences obtained within specific occupational or educational categories.

Tables 13 through 16 and Tables 81 through 84 show the relationship between the number of people living in a house and the four marker variables. The data are difficult to interpret. Although fourth grade students who report the father's occupation to be "unskilled" or "semiskilled," tended also to report a higher number of residents in the household, eighth grade students did not show this trend. With regard to parents' level of education, it is most striking that more than 50% of the fourth grade students responding did not know their father's level of schooling or their mother's level of schooling. Many more of the eighth grade students were able to answer these questions. Moreover, the fourth grade data do not show any consistent relationship between amount of parents' education and number of people living in the household; whereas the eighth grade data suggest smaller households for those families in which the parents have had more formal education. Taken together, these observations all inter question the adequacy of the fourth grade demographic survey data.

With so many children not answering a question and the pattern of responses for those who did answer failing to match not only the eighth grade data, but a well-established population trend, one must wonder whether the respondents fully understood the questions or if they in fact were giving accurate information.

When asked "Where do you live?" (Item 6 of demographic survey), 81% of eighth graders and 79% of fourth graders stated that they live in "a house with only my family in it." Given the concentration of Rhode Island's population in Providence and the surrounding cities, it seems unlikely that these figures represent the actual distribution of students in different types of dwellings (see Tables 17 through 20 and Tables 85 through 88). The responses do show a higher proportion of unskilled laborers living in multiple family dwellings and a lower percentage living in single family dwellings than is the case for other occupational categories. Nevertheless, it seems very possible that many students in both the fourth and eighth grade interpreted "a house with only my family in it" as a reference to their family's living space rather than the architectural type of the building in which they live. In any event, a follow-up study of this data or a second study should be conducted to determine the ways in which students have interpreted the given response options. In the absence of such information, the data reported here with regards to "type of house" should be considered tentative at best.

Data related to the number of rooms in the childrens' homes (Tables 21 through 24 and Tables 89 through 92) are also difficult to interpret. Whereas eighth grade students reported their father's occupation as unskilled or semi-skilled tended also to report a smaller number of rooms in their homes. This trend is far less apparent in the responses of the fourth grade students. The opposite trend, for students who report their father's occupation as professional or "manager or owner" to report a larger number of rooms in their home, was present in both sets of data. The same general trend appears in relationship to the other marker variables. Nevertheless, it seems highly possible that different children would interpret this question differently. Although the directions state "don't count bathrooms", it is possible that some children are counting basements and attics while others are not. Moreover, the use of the word "home" in this question as opposed to the word "house" in the preceeding question may be too subtle a difference for some children living in multiple family dwellings; some of these children may have counted all of the rooms in the building in which they live. One indication that these problems may have occurred is the relatively high percentage (53%) of eighth grade students who reported that their families live in homes with 8, 9, or more rooms. While the data obtained suggest that this question may provide information that would be a valuable addition to the marker variables in determining socio-economic status, the question itself should be refined and the extent to which it contributes to a prediction of academic achievement (over and above that possible with father's occupation) should be determined through a multiple regression study.

Virtually all (98%) of the eighth grade students reported that they do have an encyclopedia or dictionary in their home (item 8 of the demographic survey). Of those responding "No" to this question, most did not know their father's occupation; the remainder were primarily children who reported their father's occupation as unskilled, semi-skilled, or skilled labor. Fewer fourth grade children (91%) reported that they did have an encyclopedia or dictionary in their homes. The pattern of occupational responses for those who said they did not have an encyclopedia or dictionary in the home was essentially the same as that for eighth graders. In any event, the high percentage of "Yes's" to this question means that it very seldom provides useful information. That is, it is very difficult, if not impossible, to determine the influence of having or not having an encyclopedia in the home when the incidents of "not having" is extremely low and clearly associated with father's occupational status. These conclusions apply equally well to the presence or absence of newspapers and magazines in the home (question 9 of the demographic survey).

The number of books in the child's home (item 10 of the demographic survey, see Tables 33 through 36 and Tables 101 through 114) does appear to be providing potentially useful information. The number of books is consistently higher (26 to 100) in clerical, professional, and "manager or owner" homes than in homes in which the children reported the father's occupation to be "unskilled or semi-skilled" labor. The responses of children who listed their father's occupation as "skilled" labor were less consistent, eighth graders' responses seeming to fall between the two groups discussed above and fourth graders' responses being similar to those for the "unskilled/semi-skilled" group. It would appear that this question also should be included in further studies to determine what contribution, if any, it can make to the prediction of academic achievement above and beyond a prediction based on father's occupational status.

In both fourth and eighth grades, the percentage of children who answered "Yes" to the question: "Are there books in your home that you like to read?" was very high, 90% for eighth graders and 97% for fourth graders. Moreover, the same percentages held true across virtually all occupational categories (father) for both grades. The only exception to this statement seems to be the fact that a slightly higher percentage of eighth grade children from "professional" families answered the question affirmatively. However, the eighth grade data do show a greater tendency for the children of more educated parents to respond "Yes" to this question. The high percentage of affirmative responses reduces the value of this question (see discussion of encyclopedias and dictionaries above), and its relationship to parents' level of education suggests that any relationship that this question might have to a child's academic performance could be accounted for by the parents' level of education. Possession of a library card (item 12 on the demographic survey, see Tables 41 through 44 and Tables 109 through 112) shows a moderate relationship to all four marker variables in the responses of both fourth and eighth grade children. It would seem wise, therefore, to include this item in future revisions, to study its relationship to academic achievement, and possibly to conduct an experimental investigation to determine whether giving library cards to children who do not own them can be a means of improving their academic performance.

In both the fourth and eighth grade data, there is a clear relationship between the frequency with which parents talk to children about school (item 13 of the demographic survey, see Tables 45 through 48 and Tables 113 through 116) and the educational level of both the mother and the father. Moreover, the eighth grade data also seem clearly related to father's occupational status. This item, too, deserves further consideration and study. The next item on the demographic survey questioned whether parents helped children with their school work. This item was related to parents' educational level (see Tables 51 and 52) for eighth grade children only. It seems unlikely that the information obtained with this question adds to that obtained from question 13; however, note the discussion of differences in public/parochial responses to this question in section III).

The data on children's leisure activities (Tables 57 through 60 and Tables 125 through 128) seems fairly consistent across parental occupation and education categories. It does appear, however, that fourth grade students who report their fathers' and mothers' occupation as unskilled or semi-skilled labor were more likely to say that they spend some of their leisure time working a part-time or full-time job. In view of the uniformity of the rest of the response to item 15, and the inconsistency of the fourth and eighth grade responses with regard to "part-time or full-time jobs", it does not appear that the use of recreational time is discriminating demographic variable for this population.

The number of hours reportedly spent watching television, however, was related to parental occupational and educational status for both the fourth and eighth grade populations. Again, this variable seems to warrant further study. Moreover, the difference in results between this item (number 16 on the demographic survey) and the preceeding item suggest the possibility that the amount of time spent in other leisure activities might also be an important variable. That is, the problem with item 15 may be that it is an "all or nothing" question; the responses of children who watch television for one hour each Saturday morning would be identical to the responses of children who watch television 30 hours per week.

As can be seen in Tables 61 through 64 and Tables 129 through 132 the desire to attend college is present to a high degree across all parental occupation and education levels. However, the percentages of children wishing to attend college is consistently higher than children of clerical, professional, and "manager or owner" parent occupations and also is higher for children whose parents have had more formal education. This item seems worthy of further study. This is also true of the children's occupational aspirations (reflected in response to item 22 - "What kind of job would you like to have when you grow up?" See Tables 65 through 68 and Tables 133 through 136).

The State Department of Education's interest in demographic data is due to the relationship of socioeconomic status to school achievement and a desire to be informed about specific elements of that relationship. For those items that yield suitable data (and which have been suitably coded) correlations with ITBS composite grade equivalent score were computed. Table 137 shows the correlations. Although many are statistically significant, all are indications of only slight relationships. It is because SES indices are effected by all of these small relationships (and many others) that they become a "proxy" measure (see previous section). In this data, only the number of books in the home was substantially related to grade equivalent scores for both grades.

In view of these correlations and the relationships of items within the demographic survey, it is recommended that:

1) Primary emphasis in the collection of demographic data should be on obtaining reliable information about parents' education and occupation. To this end, the form should provide response options, there should be a clear lower-to-higher status progression of occupations, and some attempt at verifying the responses.

Table IV-137

Correlations of Selected Demographic Survey Items with ITBS Composite Grade Equivalent

	Grade 4		Grade 8	
	r*	p**	r*	p**
Item 5	-.14	.001	-.09	.001
Item 7	.17	.001	.14	.001
Item 8	.22	.001	.10	.001
Item 9	.08	.001	.08	.001
Item 10	.26	.001	.26	.001
Item 11	.10	.001	.14	.001
Item 12	.15	.001	.19	.001
Item 13	.10	.001	.18	.001
Item 14	-.09	.001	-.10	.001
Item 16	.08	.001	.02	.100
Item 21	-.10	.001	.26	.001

*Pearson product-movement correlation

**Probability of achieving a p this large by chance

2) An effort should be made to determine the validity (accuracy) of the fourth graders' responses through parent interviews or review of documents.

3) Other information on the demographic survey does not seem to be substantially related to school achievement. All items other than parental occupations and educational levels could be eliminated unless there are other specific research purposes for maintaining them.

4) Any items that are to be retained (see discussions of specific items in both this section and the following section) should be studied using multiple regression techniques to determine whether they provide unique information not submitted by the "proxy" SES indicators, parental occupation and education.

5) To facilitate analysis, one SES index should be computed for any future studies. The State Department of Education should determine how that figure is to be computed.

Public/Parochial Student Response Differences

A preceding section of this report reviews literature relating socioeconomic variables to school achievement. For this section, it is assumed that the items on the demographic survey were included because of established or assumed relationships with school achievement. The tables discussed here attempt to show whether differences on these items do in fact exist in the public and parochial school populations.

The analysis of the responses from the questionnaires are presented by grade level. First, the responses of the eighth graders are presented. They are followed by an analysis of the responses of the fourth grade students.

Table 138 provides information on responses to the question requesting each student to indicate his/her sex. Analysis of these responses indicate that boys and girls attend the eighth grade public schools in approximately equal numbers; 49.4% and 50.6% of the respondents, respectively. This is not the case in parochial schools, however, which have 45.3% boys and 54.7% girls. The higher ratio of eighth grade girls to boys in parochial schools may be a factor which contributes to the higher average performance of parochial school students.

Analysis of student responses to the items requesting them to indicate their race is found in Table 139. As can be seen from the table, there is little difference in racial composition between eighth graders at public schools and eighth graders at parochial schools.

Students were asked if they spoke any of several foreign languages in their homes. Table 140 provides an analysis of responses to this question. In the case of both public and parochial schools, a high proportion of the students, 93.1% and 94.8% respectively, indicated that they did not speak any of the listed foreign languages (Spanish, Italian, Portuguese) in their homes. The similarity in responses makes it seem unlikely that the question of whether or not the student speaks a foreign language in his/her home is a factor which contributes to the differences in academic performance of the two groups of eighth graders.

Students were asked to indicate the number of persons who lived in their homes. Table141 presents an analysis of responses to this question. Differences in responses between public and parochial school eighth grade students are small, although a trend does appear to exist. A higher percentage of public school than parochial school students responded that the number of persons in their homes was between 2 and 6, while a higher percentage of parochial school students responded that there were between 7 and 9 or more persons living in their homes. Although the data suggests that on the average, parochial eighth grade students live in houses with more people than public school students, it would not appear that the number of people living in a house contributes to the difference in academic performance.

Tables 142 and 143 provide data from responses to questions regarding the type of houses and number of rooms in the houses in which the students lived. A comparison of the responses of the two groups of eighth grade students reveals that there are only slight differences in their rate of response to each of the possible answers, in most cases. less than 2%. For this reason, it appears unlikely that either "type of house" or "number of rooms in house" is a factor which contributes to the differences in academic performance of eighth grade students at public and parochial schools.

Tables 146, 147, and 148 provide information relevant to the students' interest in reading. Table 146 contains an analysis of students' responses to the question "About how many books do you think there are in your home?" An inspection of this table reveals more parochial school students than public school students responded that their homes contain 100 books or more, 65.5% and 56.3% respectively. Not only did more parochial students than public school students select the largest category to indicate the number of books in their homes (100 or more), they also responded more frequently than did public school students that there were books in their homes they liked to read (93.5% parochial, 88.5% public, see Table 147). Table 148 contains an analysis of student responses to the question of whether or not they had a library card. Once again, a higher percentage of parochial than public school students responded yes, 82.8% and 67.5% respectively.

The following three differences which appear to exist between public and parochial school students in the eighth grade may be factors which contribute to the higher average academic performance of the parochial school students: 1)parochial school students have a larger number of books at home, 2)more parochial school students have books at home which they like to read, and 3)more parochial school students have library cards.

Tables 149 and 150 analyze the responses of students to questions of how frequently they discuss school with their parents and whether or not they receive parental help with school work. Although students attending parochial schools receive approximately the same amount of parental help with school work as public school students 47.0% and 46.6% respectively (see Table 150), a larger percentage of parochial students indicated that they talked to their parents about school "almost every day" (58.7% parochial, 49.9% public; see Table 149). The fact that eighth grade students apparently discuss school with their parents more frequently than do eighth grade public school students may be a factor which contributes to the higher average academic performance of the parochial students.

One of the items in the questionnaire given to students asked them to indicate by selecting one of the following answers how many hours per day they watched TV: less than 1 hour, 1-2 hours, 2-3 hours, or more than 4 hours. Table 152 provides an analysis of the responses to this question. Table 152 shows parochial students' responses indicate they watch TV about the same amount as public school students. For instance, 3.3% of the eighth grade public school students indicated that they watch TV less than 1 hour per night and 33.5% indicated that they watch TV more than 4 hours per night; comparable figures for parochial school students were 2.5% less than 1 hour, and 35.8% more than 4 hours. Similarly, differences between the percent of students from eighth grade parochial and public grades who selected the answers 1-2 hours, 2-3 hours and 3-4 hours were quite small (12.4% and 12.4%, 22.2% and 23.7%, 28.6% and 25.7% respectively). For these reasons, it seems unlikely that number of hours of TV viewing per night is a factor which contributes to the differences in the performance of public school eighth graders and parochial school eighth graders.

Tables 153 through 156 provide analysis of responses to questions concerning the occupations and educational backgrounds of the students' parents. Occupation and education are the indicators frequently used to define socio-economic status. The data contained in Tables 155, Mother's Occupation and 156, Mother's Education, indicate there is little difference between public and parochial school eighth grade students with regard to these factors. This is not true with regard to father's occupation and education, however. Table 153 indicates that a larger percentage of eighth grade students in parochial schools have fathers whose occupations are clerical, professional, or manager or owner. (Very few students for either group responded that their fathers were in "entertainment"). Parochial school students' responses in these categories were 8.7%, 15.2% and 14.4%, respectively. Comparable rates for public school students were 4.4%, 12.9% and 13.0%). Similarly, more parochial students than public school students responded that their fathers had college educations, 36.6% and 32.7% respectively (Table 154).

These data indicate that father's occupation and education are factors which might contribute to the differences in academic performance between the two groups of eighth grade students but that mother's education and occupation are not.

The reader should take into consideration, however, that a substantial number of "don't know" answers were received in response to each of the questions just discussed. There is no way of determining how the ratios between public and parochial school students' responses might have changed had more of the "don't know" responses been answered by the students with responses indicating parents' occupation or education.

The data presented in Tables 157 and 158 provide information relevant to eighth grade students' future aspirations both with regard to education and occupation. Table 157 contains an analysis of students' responses to the question "Do you want to go to college?" An inspection of the table shows more parochial school students than public school students responded that they wanted to attend college (85% parochial school students, 75.1% public school students). Not only did more of the parochial school students wish to attend college but their responses also indicated they had higher occupational aspirations as reflected in Table 158. Almost two thirds of the students responding to this question selected one of two responses: "professional" 40.5% or "don't know" 22.6%. Data from the response category "professional" indicates that 48.2% of the eighth grade students in parochial schools responded that they wished to be employed as professionals. The comparable figure for eighth grade public school students was 38%. As noted, most of the students responded to this question with answers of "don't know" or "professional." The other categories received scattered responses with the exception of the answer "skilled" and there was little difference between the percentages of public (17.2) and parochial (16.9) school students selecting this answer. A higher percentage of public than parochial school students responded that they did not know what type of occupation they wanted, 24.5% and 16.1%, respectively.

The fact that more parochial than public school eighth grade students responded that they wished to attend college and have professional jobs indicates that this may be a factor which could contribute to the higher average academic performance of the parochial school students.

Fourth and Eighth Grade Student Response Differences

The preceding section of this report analyzed the data for eighth grade public and parochial students. This section will discuss the responses to only those questions for which the fourth grade students' responses differed from those of the eighth grade students. In most cases, the differences between the grade levels on the responses to these items can be attributed to one of two reasons. First, as noted in another section of this report the fourth graders' responses were less reliable than those of the eighth graders. The other reason is related to those questions which included a possible answer of "don't know." For these items, the fourth grade students selected the answer "don't know" more frequently than did the eighth grade students.

Table 163 reports the students' responses to the question "Where do you live?" A comparison of the responses of the two groups of fourth grade students indicates that the parochial school students are less likely to indicate that they live in a single family house; 71.8% of the fourth grader parochial students, 80.9% of the fourth grade public school students. When the eighth grade students responded to this question, their answers indicated there was very little difference in the type of housing between the two groups (single family housing responses for eighth grade public and parochial school students were 81.0% and 79.5%, respectively, see Table 163). As can be seen from these figures, the percent of public school students who responded that they lived in single family homes was almost the same for fourth graders and eighth graders. For parochial school students, however, the figure increased almost 8% from 71.8% for fourth graders to 79.5% for eighth graders.

Tables 167, 168, and 169 analyze responses to questions relevant to the student's interest in reading. Information on responses of fourth graders to the questions of whether they had library cards and whether they had books at home they enjoyed reading is contained in

Tables 168 and 169. Responses of fourth graders to these two questions are similar to those previously reported for eight graders. Namely, that more fourth grade parochial school students reported that they have books in their homes they enjoy reading and that they have more library cards than the fourth grade public school students.

In response to the question "How many books are there in your home?", there is a difference between the responses of the fourth and eighth graders. As reported earlier, more of the eighth grade parochial school students indicated they had over 100 books than did the public school students. The fourth grade parochial school students on the other hand, reported having about the same percentage of "more than 100" books as did the public school students (44.8% and 47.4%, respectively). The fourth grade parochial school students did report having more books in the category of 26-100 than the public school students (39.3% as compared to 34.6%; see Table 167).

Although there are differences in the fourth and eighth grade responses to the question, "How many books are there in your home?", the information for the fourth grade students reported in Tables 167, 168 and 169 indicates, as was the case at the eighth grade level, that the following three factors may contribute to the higher academic achievement of parochial students as compared to public school students: 1) parochial school students have a larger number of books at home, 2) more parochial school students have books at home which they like to read, and 3) more parochial school students have library cards.

Tables 170 and 171 analyze the responses of fourth grade students to questions of how frequently they discuss school with their parents and whether or not they receive parental help with school work. Unlike eighth grade students, the fourth grade parochial school students responded at approximately the same rate as did public school fourth graders that they discussed school with their parents almost every day, 47.2% and 45.1%, respectively. To the question of whether they received parental help with school work, a higher percentage of parochial than public school fourth grade students responded "Yes," 76.9% and 72.6%, respectively. This result also is unlike that reported for the eighth grade students.

For fourth grade students, then, it appears that whether or not the student receives parental help with school work is a factor which may contribute to the difference in academic performance between public and parochial school students.

Analyses of fourth grade students' responses to questions concerning their fathers' occupations and education backgrounds are found in Tables 174 and 175. As can be seen by comparing these tables with those providing comparable data from eighth grade students' (Tables 153 and 154) there are differences between the two grades in response rates for several of the job categories. Due to the fact noted earlier that fourth grade responses are considered to be somewhat less reliable than eighth grade responses (primarily because of the age of the respondents) and due to the large number of "don't know" responses by fourth graders to these questions, it is suggested that one seeking reliable information on these factors should examine the responses of the older students.

Table 178 provides analysis of fourth grade students' responses to the question, "Do you want to go to college?". Public and parochial school fourth grade students responded yes to this question in approximately equal percentages (84.2% and 83.7%, respectively). When this question was asked of eighth grade students, more parochial than public school students had responded that they wanted to go to college. This difference between responses for fourth graders and eighth graders is accounted for by the fact that a larger percentage of public school students in the fourth grade responded that they wanted to attend college than did public school students in the eighth grade, while the response rate for parochial school students was approximately the same for both grades.

The preceding portion of this section has presented data resulting from a questionnaire administered to fourth and eight grade public and parochial school students. On the basis of the data for both grades, it appears that a variety of demographic variables may at least contribute to the observed differences in parochial and public school achievement test results. In this regard, a higher percentage of parochial school students:

1. were female (fourth and eighth grade)
2. had books in their homes (fourth and eighth grade)
3. had books at their home they liked to read (fourth and eighth grade)
4. owned library cards (fourth and eighth grade)
5. discussed school with their parents (eighth grade)
6. had parental assistance with school work (fourth grade)
7. had fathers whose occupation was clerical, professional, or manager or owner (eighth grade)
8. had fathers who attended college (eighth grade)
9. desired to attend college (eighth grade)
10. preferred professional occupations (eighth grade)

Selection Factors

The review of literature examined studies dealing with population differences between public and parochial students and their families. The only consistent finding was that, on the average, parents who send their children to non-public schools seem more interested and involved in their children's education. Data from the demographic survey (q.v.) suggested that this was also the case for the students tested.

To further explore the ways in which parochial schools may be selecting students differently, a number of interview questions focused on selection issues. Some of the questions addressed procedural variables, some addressed student variables, and some addressed parental variables. Each group will be discussed separately below.

Procedural Variables

Building administrators were asked several questions regarding the selection and scheduling of students. Among these was the very first question: "Do students attending this school all live in one neighborhood?" For the schools interviewed, there was no indication that public schools are more neighborhood-oriented. The number of "yes's" and "no's" were exactly equal for every school category except high achieving public schools in which the "no's" outnumbered the "yes's" two to one. Likewise, there did not appear to be major differences in requirements for admission (other than religious affiliation). One of the principals of a low achieving parochial school cited "ability to pay," but no other parochial principals made this point.

With regard to class assignments, the parochial schools generally responded "Random," but most had only one fourth and one eighth grade, so this may be a moot point. Both high and low achieving public schools based assignments on standardized tests and teacher recommendations. The occurrence of re-assignment to different groups was acknowledged by all the principals.

The only restriction to admission cited by a public school principal was evidence of having completed the previous grade. Two parochial school principals indicated class size limitations and two said they would consider the child's disciplinary history.

None of the principals acknowledged any expulsions for their schools, but one fourth grade public (low-achieving) principal indicated two students had been transferred for disciplinary reasons and a public (high achieving) school's principal had had three fourth-grade suspensions.

It appears, therefore, that the formal procedures for admission, selection, assignment, and expulsion of students are not a factor in either public/parochial or fourth/eighth grade differences.

Student Variables

Teachers and building administrators were asked to compare students in their building to "most Rhode Island students" on six Likert-type scales. The results are presented in Table 180 and 181.

The data in Tables 180 and 181 are being discussed as student variables but more accurately should be called teacher and administrator perceptions of student variables. For example, it appears from Table 180 that students in low achieving public schools are consistently rated less eager to please, less motivated, less disciplined, less cheerful, less bright, and less interested in school than their counterparts in low achieving parochial schools. These ratings may reflect real differences in the student body or differences in the perceptions of public and parochial school teachers. In view of the literature review and Brickel's observations regarding differences in staffing of public and parochial students, it may well be the teacher perceptions that differ. Note, too, that the public and parochial administrators' views were not so different, also suggesting that the raters' perceptions may be reflected in the results.

Table IV-180

Percentage of Teachers Rating Students at Each Level of Six Likert-type Scales

I EAGER TO PLEASE	1	2	3	4	5	UNCOOPERATIVE
High Achieving Public	23	62	15	-	-	N = 13
High Achieving Parochial	25	75	-	-	-	N = 8
Low Achieving Public	7	36	43	14	-	N = 14
Low Achieving Parochial	42	33	25	-	-	N = 12

II MOTIVATED	1	2	3	4	5	BORED
High Achieving Public	23	46	31	-	-	N = 13
High Achieving Parochial	-	62	38	-	-	N = 8
Low Achieving Public*	7	-	61	22	-	N = 14
Low Achieving Parochial	17	50	33	-	-	N = 12

III DISCIPLINED	1	2	3	4	5	DISRUPTIVE
High Achieving Public	-	77	23	-	-	N = 13
High Achieving Parochial	38	50	12	-	-	N = 8
Low Achieving Public	14	7	72	7	-	N = 14
Low Achieving Parochial*	33	50	17	-	-	N = 12

IV CHEERFUL	1	2	3	4	5	SULLEN
High Achieving Public	8	77	15	-	-	N = 13
High Achieving Parochial	38	62	-	-	-	N = 8
Low Achieving Public	36	36	28	-	-	N = 14
Low Achieving Parochial	50	50	-	-	-	N = 12

*Percentages do not sum to 100 due to missing responses.

Table IV-180 (continued)

V BRIGHT	1	2	3	4	5	DULL
High Achieving Public	-	69	31	-	-	N = 13
High Achieving Parochial	-	62	38	-	-	N = 8
Low Achieving Public*	-	-	50	36	-	N = 14
Low Achieving Parochial	-	33	67	-	-	N = 12

VI SCHOOL INTEREST HIGH	1	2	3	4	5	LOW
High Achieving Public	-	46	54	-	-	N = 13
High Achieving Parochial*	12	75	-	12	-	N = 8
Low Achieving Public	7	7	36	50	-	N = 14
Low Achieving Parochial	-	42	58	-	-	N = 12

*Percentages do not sum to 100 due to missing responses.

Table IV-181

Percentage of Building Administrators Rating Students at Each Level of Six Likert-type Scales

I EAGER TO PLEASE	1	2	3	4	5	UNCOOPERATIVE
High Achieving Public	14	57	29	-	-	N = 7
High Achieving Parochial	50	50	-	-	-	N = 2
Low Achieving Public	50	50	-	-	-	N = 4
Low Achieving Parochial	25	25	50	-	-	N = 4

II MOTIVATED	1	2	3	4	5	BORED
High Achieving Public	-	71	29	-	-	N = 7
High Achieving Parochial	50	50	-	-	-	N = 2
Low Achieving Public	25	50	25	-	-	N = 4
Low Achieving Parochial	50	25	25	-	-	N = 4

III DISCIPLINED	1	2	3	4	5	DISRUPTIVE
High Achieving Public	29	71	-	-	-	N = 7
High Achieving Parochial	-	100	-	-	-	N = 2
Low Achieving Public	50	25	25	-	-	N = 4
Low Achieving Parochial	75	-	25	-	-	N = 4

IV CHEERFUL	1	2	3	4	5	SULLEN
High Achieving Public *	14	71	14	-	-	N = 7
High Achieving Parochial	50	50	-	-	-	N = 2
Low Achieving Public	75	-	-	25	-	N = 4
Low Achieving Parochial	75	-	25	-	-	N = 4

*Percentages do not sum to 100 due to missing responses

Table IV-181 (continued)

V BRIGHT	1	2	3	4	5	DULL
High Achieving Public	-	71	29	-	-	N = 7
High Achieving Parochial	-	50	50	-	-	N = 2
Low Achieving Public	25	-	50	25	-	N = 4
Low Achieving Parochial	50	-	50	-	-	N = 4

VI SCHOOL INTEREST HIGH	1	2	3	4	5	LOW
High Achieving Public	-	71	29	-	-	N = 7
High Achieving Parochial	-	100	-	-	-	N = 2
Low Achieving Public	-	25	75	-	-	N = 4
Low Achieving Parochial	25	50	25	-	-	N = 4

Rate of absenteeism has been found to be an important correlate of school achievement. All of the interviews addressed this question, but only the teacher and principal data allow comparison across schools. When responses were averaged for each type of school the following results were obtained (estimated average daily absenteeism):

		Teachers (item 7) Achievement Level		Principals (item 11) Achievement Level	
		High	Low	High	Low
Public	4th	6	10.5	6	10.5
	8th	8.5	9.5	11	12.5
Parochial	4th	4	6	6	8
	8th	4	6	6	5

As with the ratings of student characteristics, it appears that there is less difference between the high and low achieving parochial schools than among the high and low achieving public schools. It would be unreasonable to suggest that parochial students were selected on the basis of attendance but some difference exists between the two populations that results in better attendance (see Parent Variables for some possible explanations).

If different populations were sampled for the two school systems, it would be expected that there would be different needs for special services in the two systems. Interviews with teachers showed very few students in parochial schools receiving special services. In one high-achieving fourth grade, 14 students reportedly received remedial reading instruction. In low-achieving schools, the average number of students reported by teachers as receiving any type of special service was two at the fourth grade and one at the eighth grade. Teachers in one high-achieving public school reported an average of 35 students receiving bilingual program services and six in remedial reading programs (at grade eight). Another reported an average of 19 students (in grade eight) who were in remedial reading. The teachers indicated that fourth grades in both high and low achieving public schools average three or four students who receive special help in reading and math and also an average of four students receiving assistance for a learning disability (high only) and "other" service (low only). The teachers of eighth grades in low achieving public schools indicated more special service involvement:

Type of program	Average number of eighth graders per class reportedly participating
Bilingual	8
Special Needs	16
Remedial Reading	18
Remedial Math	8
"Other"	10

Again, these are teacher reports, and they may not be an accurate reflection of the school-wide participation in special programs. The principals' interview asked for the specific percentages of children in grades four and eight in each type of program. The results are given in Table 3.

The information received from teachers did not correspond exactly to that received from principals (individual classes vary, so this should be expected), but the general trends are the same: public schools provide a variety of special services to meet the needs of students with educational problems. Participation in these programs is highest in those schools whose achievement test results were low. The availability of such programs and the observed differences in level of participation

Table IV-182

Principals' Report of Student Participation in Special Programs

Program Type	Achievement Level	School Type	Percents of Students Involved	
			Grade 4	Grade 8
Bilingual	High	Public	2%	N.A.
		Parochial	N.A.*	N.A.
	Low	Public	4%	19%
		Parochial	N.A.	N.A.
Special Needs	High	Public	0	1%
		Parochial	N.A.	N.A.
	Low	Public	4%	5%
		Parochial	N.A.	N.A.
Remedial Reading	High	Public	N.A.	31%
		Parochial	N.A.	N.A.
	Low	Public	11%	28%
		Parochial	47%	15%
Remedial Math	High	Public	8%	11%
		Parochial	N.A.	N.A.
	Low	Public	8%	16%
		Parochial	N.A.	29%
Other	High	Public	N.A.	19%
		Parochial	N.A.	N.A.
	Low	Public	7%	N.A.
		Parochial	N.A.	N.A.

* N.A. = Not applicable, indicating no program available in the schools interviewed.

may be regarded as one type of differential selection -- students with learning problems may be attracted to the public schools because of the special help available. To the extent that students in special programs were included in statewide testing their lower test scores would have had more influence on the public school averages.

Another student variable that was examined in the interviews (teacher form questions 34 and 36; principal form questions 33, 45, and 47) was the effect of transfer students on test scores. If parochial school staff perceived beneficial effects and public school staff perceived detrimental effects, a shift of good students from public and parochial schools might be implied. No such trend appeared. However, both public and parochial schools with high achievement indicated a minimal amount of transfer, while transfers in the low achieving schools (again, both public and parochial) involved 20%-30% of the students at each grade level. Moreover, every interviewee who responded said that they believe the transfers adversely affect the school's average performance on the ITBS.

In order to further explore student variables that might yield evidence of differential selection, teachers (questions 43 and 44) and principals (question 48) were asked to indicate ways in which their students were like one another and ways in which they differed. Responses were categorized as ability, motivation, religion, ethnic group, school attitude, attendance, income, home environment, and "other." Responses to these questions did not produce consistent patterns, other than on religion, ethnic group and attendance. On those variables, building administrators and teachers in parochial schools considered students to be similar, but public school building administrators (not teachers) saw students as differing. On all other variables, the difference in responses between two similar schools was as great as the difference between public and parochial or high and low achieving schools.

In conclusion, the interview data show that teachers and administrators have some important differences between public and parochial school students, but the differences are much more pronounced in the low-achieving schools. Parochial students (and, frequently, students in high achieving public schools) are more often thought to be cooperative, motivated, disciplined, cheerful, bright, and high in school interest. Attendance of parochial school students is also better. Public schools, especially low-achieving public schools are much more likely to have special programs for students with educational problems. These programs may attract or retain students who perform poorly on standardized achievement tests. Although some of these results may reflect teacher attitudes, others are clearly indications of differences in the school populations.

Parent Variables

As indicated in the review of literature, parent interest, participation, and support have been consistently referred to as probable causes of higher achievement for students attending parochial schools. Eight interview questions (teachers' 46-49, and 51-54; principals' 51-57, and 59) attempted to measure differences in public and parochial school parents' interest and involvement. Once again, these data are indirect measures; the results may reflect the interviewees' attitudes as much as they do parents' opinions. In any case, teacher and principal morale and behavior may very well be related to their perceptions of parental support and opinion. Responses to the nine questions are below summarized in Tables 4 to 11.

Reviewing Tables 4 through 11, one finds a consistent pattern of parental support that would order the schools as follows: high achieving parochial, high achieving public, low achieving parochial, and low achieving public. On most variables the low achieving public schools' principals and teachers gave markedly lower ratings in comparison to the other three groups. The results show the staff in low achieving public schools perceive less parental support of: school policy, teachers, students' educational aspirations, discipline, and homework. They also think fewer parents are involved and that parent interest in school is moderate at best. Although these results are based on only a small number of interviews, the consistency of principals' and teachers' responses and the pattern that emerged over the set of items give credence to the belief that the level of parental interest and support is greater in the parochial schools (especially when low-achieving schools are contrasted). Data obtained with the demographic survey also emphasize the importance of the parents' role in distinguishing between the public and parochial populations.

To give context to the interview responses, interviewees were asked the basis for their judgments about parent variables. Approximately the same proportions in all schools indicated that their information sources were students, school meetings, and PTA. Whether these are the best sources or not, they have been equally influential in the schools surveyed.

The principals and teachers were also asked to characterize the "typical" family of children in their school as children in their school as economically depressed, stable, or upwardly mobile. Responses to this question showed a greater tendency to regard the families as upwardly mobile in the high achieving public schools (this observation on the part of professionals contradict Brickel's conclusions). Low achieving schools of both types were characterized as economically depressed, but that judgment was nearly unanimous for low achieving public schools, while substantial proportions of the parochial school staff considered the typical family to be stable.

Table IV-183

Rating of Parents' Support of School Policy

Principals' Interview

		Excellent	Good	Fair	Poor	Very Poor
High Ach. Public	4	100%				
	8	67%	33%			
High Ach. Parochial	4	100%				
	8	100%				
Low Ach. Public	4		67%	33%		
	8		33%	67%		
Low Ach. Parochial	4	67%	33%			
	8	33%	67%			

Teachers' Interview

		Excellent	Good	Fair	Poor	Very Poor
High Ach. Public	4	44%	33%	11%	11%	
	8	25%	75%			
High Ach. Parochial	4	33%	67%			
	8	60%	40%			
Low Ach. Public	4		17%	33%	33%	17%
	8		12%	62%		25%
Low Ach. Parochial	4	20%	60%	20%		
	8	43%	43%	14%		

Table IV-184

Rating of Parents' Support of Teachers
Principals' Interview

		Excellent	Good	Fair	Poor	Very Poor
High Ach. Public	4	67%	33%			
	8		100%			
High Ach. Parochial	4	100%				
	8	100%				
Low Ach. Public	4		67%	33%		
	8		33%	67%		
Low Ach. Parochial	4	25%	75%			
	8	25%	75%			

Teachers' Interview

		Excellent	Good	Fair	Poor	Very Poor
High Ach. Public	4	33%	55%	11%		
	8	38%	50%	12%		
High Ach. Parochial	4	33%	67%			
	8	40%	60%			
Low Ach. Public	4		16%	50%	34%	
	8		22%	55%	11%	11%
Low Ach. Parochial	4	20%	40%	40%		
	8	43%	43%	16%		

Table IV-185

Rating of Parents' Support of Students' Educational Aspirations

Principals' Interview

		Excellent	Good	Fair	Poor	Very Poor
High Ach. Public	4	67%	33%			
	8	67%	33%			
High Ach. Parochial	4	100%				
	8	100%				
Low Ach. Public	4			67%		33%
	8		33%	33%	33%	
Low Ach. Parochial	4		100%			
	8		100%			

Teachers' Interview

		Excellent	Good	Fair	Poor	Very Poor
High Ach. Public	4	77%	11%	11%		
	8	67%	33%			
High Ach. Parochial	4	67%	33%			
	8	100%				
Low Ach. Public	4			84%	16%	
	8		25%	38%	25%	12%
Low Ach. Parochial	4		40%	60%		
	8		86%	14%		

Table IV-186

Estimated Number of Parents Supporting School Discipline

Principals' Interview

		All	Most	Some	Few	None
High Ach. Public	4	33%	67%			
	8	33%	67%			
High Ach. Parochial	4	50%	50%			
	8	50%	50%			
Low Ach. Public	4	33%	67%			
	8		67%	33%		
Low Ach. Parochial	4	25%	75%			
	8	25%	75%			

Teachers' Interview

		All	Most	Some	Few	None
High Ach. Public	4	11%	88%			
	8	11%	88%			
High Ach. Parochial	4		100%			
	8	20%	80%			
Low Ach. Public	4		65%	35%		
	8	12%	38%	25%	25%	
Low Ach. Parochial	4	20%	60%	20%		
	8	20%	80%			

Table IV-187

Rating of Parents' Attitude Toward Standardized Testing
Principals' Interview

		Excellent	Good	Fair	Poor	Very Poor
High Ach. Public	4		50%	50%		
	8		33%	67%		
High Ach. Parochial	4	50%	50%			
	8	50%	50%			
Low Ach. Public	4			67%		33%
	8		33%	67%		
Low Ach. Parochial	4		33%	67%		
	8		33%	67%		

Table IV-188

Extent to Which Parents are Believed to Encourage Children with Homework

Principals' Interview

		Always	Often	Seldom	Never
High Ach. Public	4	33%	67%		
	8	100%			
High Ach. Parochial	4	100%			
	8	100%			
Low Ach. Public	4		33%	67%	
	8		67%	33%	
Low Ach. Parochial	4	25%	75%		
	8	25%	75%		

Teachers' Interview

		Always	Often	Seldom	Never
High Ach. Public	4	22%	66%		11%
	8	12%	75%	12%	
High Ach. Parochial	4	67%	33%		
	8	60%	40%		
Ach. Public	4	14%	29%	57%	
	8		12%	75%	12%
Low Ach. Parochial	4	20%	60%	20%	
	8	29%	71%		

Table IV-189

Rating of Parents' Interest in Education

Principals' Interview

		Care alot	Care Moderately	Don't Care
High Ach. Public	4	67%		
	8	100%		
High Ach. Parochial	4	100%		
	8	100%		
Low Ach. Public	4	33%	67%	
	8		67%	33%
Low Ach. Parochial	4	100%		
	8	100%		

Teachers' Interview

		Care alot	Care Moderately	Don't Care
High Ach. Public	4	62%	25%	12%
	8	50%	50%	
High Ach. Parochial	4	100%		
	8	60%	40%	
Low Ach. Public	4	16%	50%	34%
	8		100%	
Low Ach. Parochial	4	20%	60%	20%
	8	35%	65%	

Estimation of Perce

		Pri
		Publi
High Achieving	4	24%
	8	19%
Low Achieving	4	4%
	8	4%

		Te
		Publi
High Achieving	4	51%
	8	21%
Low Achieving	4	15%
	8	10%

Findings and Conclusions

It does not appear that school procedures are resulting in differential selection of students for public and parochial schools; but this study, like many others, has found evidence of differences in the interest and commitment of parents. These differences may be responsible for the reported differences in student attitude characteristics and attendance. Throughout, the greatest differences were between low-achieving public schools and all others. While it is not possible to show direct causal relationships between the selection factors discussed here and performance an achievement tests, it is apparent that students in low achieving public schools differ systematically from others in ways that are clearly related to school achievement (attendance, special programs) and that they are seen by their teachers and principals as less receptive to the school's offerings.

Tables for

Section IV: Population Factors

Table IV-1

Relationship Between Sex of Child (Item 1) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

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        COUNT  I
      ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O ENTERTAI DON'T KN   ROW
      COL PCT  ID                                            WNER     NMENT    OW         TOTAL
      TOT PCT  I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
      --------I--------I--------I--------I--------I--------I--------I--------I--------I
         1.00  I    62  I   209  I   423  I   117  I   254  I   235  I     8  I   560  I   1868
BOY            I   3.3  I  11.2  I  22.6  I   6.3  I  13.6  I  12.6  I   0.4  I  30.0  I   48.5
               I  44.9  I  49.2  I  48.4  I  55.7  I  48.9  I  45.8  I  50.0  I  48.3  I
               I   1.6  I   5.4  I  11.0  I   3.0  I   6.6  I   6.1  I   0.2  I  14.5  I
              -I--------I--------I--------I--------I--------I--------I--------I--------I
         2.00  I    76  I   216  I   451  I    93  I   265  I   278  I     8  I   600  I   1987
GIRL           I   3.8  I  10.9  I  22.7  I   4.7  I  13.3  I  14.0  I   0.4  I  30.2  I   51.5
               I  55.1  I  50.8  I  51.6  I  44.3  I  51.1  I  54.2  I  50.0  I  51.7  I
               I   2.0  I   5.6  I  11.7  I   2.4  I   6.9  I   7.2  I   0.2  I  15.6  I
              -I--------I--------I--------I--------I--------I--------I--------I--------I
       COLUMN      138      425      874      210      519      513       16     1160      3855
        TOTAL      3.6     11.0     22.7      5.4     13.5     13.3      0.4     30.1     100.0

NUMBER OF MISSING OBSERVATIONS =       31
```

Table IV-2

Relationship Between Sex of Child (Item 1) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
         COUNT   I
         ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
         COL PCT ID                                            WNER     HOME     NMENT    OW         TOTA
         TOT PCT I     1.00I     2.00I     3.00I     4.00I     5.00I     6.00I     7.00I     8.00I     9.00I
        ---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
           1.00  I   153   I   111   I    71   I   266   I   160   I    35   I   815   I     2   I   268   I  188
BOY              I   8.1   I   5.9   I   3.8   I  14.1   I   8.5   I   1.9   I  43.3   I   0.1   I  14.2   I  48.
                 I  42.6   I  45.3   I  46.1   I  47.5   I  50.0   I  47.9   I  49.3   I  20.0   I  52.4   I
                 I   3.9   I   2.9   I   1.8   I   6.8   I   4.1   I   0.9   I  21.0   I   0.1   I   6.9   I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
           2.00  I   206   I   134   I    83   I   294   I   160   I    38   I   837   I     8   I   243   I  200
GIRL             I  10.3   I   6.7   I   4.1   I  14.7   I   8.0   I   1.9   I  41.8   I   0.4   I  12.1   I  51.
                 I  57.4   I  54.7   I  53.9   I  52.5   I  50.0   I  52.1   I  50.7   I  80.0   I  47.6   I
                 I   5.3   I   3.5   I   2.1   I   7.6   I   4.1   I   1.0   I  21.5   I   0.2   I   6.3   I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
         COLUMN      359       245       154       560       320        73      1652        10       511     388
          TOTAL      9.2       6.3       4.0      14.4       8.2       1.9      42.5       0.3      13.2    100.

NUMBER OF MISSING OBSERVATIONS =         2
```

Table IV-3

Relationship Between Sex of Child (Item 1) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
          COUNT   I
        ROW PCT   IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
        COL PCT   IRY        OOL                OW        TOTAL
        TOT PCT   I    1.00I    2.00I    3.00I    4.00I
         ---------I--------I--------I--------I--------I
           1.00   I     98 I    750 I    663 I    358 I   1869
BOY               I    5.2 I   40.1 I   35.5 I   19.2 I   48.3
                  I   50.0 I   47.3 I   51.0 I   45.4 I
                  I    2.5 I   19.4 I   17.1 I    9.3 I
                 -I--------I--------I--------I--------I
           2.00   I     98 I    835 I    638 I    430 I   2001
GIRL              I    4.9 I   41.7 I   31.9 I   21.5 I   51.7
                  I   50.0 I   52.7 I   49.0 I   54.6 I
                  I    2.5 I   21.6 I   16.5 I   11.1 I
                 -I--------I--------I--------I--------I
         COLUMN         196     1585     1301      788     3870
         TOTAL          5.1     41.0     33.6     20.4    100.0

NUMBER OF MISSING OBSERVATIONS =        16
```

Table IV-4

Relationship Between Sex of Child (Item 1) and Mother's Level of Education (Item 2

Eighth Grade, N = 3886

```
             COUNT   I
             ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN    ROW
             COL PCT IRY       OOL               OW          TOTAL
             TOT PCT I    1.00I    2.00I    3.00I    4.00I
             --------I--------I--------I--------I--------I
                1.00 I     62 I   1020 I    469 I    318 I   1869
  BOY                I    3.3 I   54.6 I   25.1 I   17.0 I   48.3
                     I   39.2 I   47.5 I   49.5 I   51.3 I
                     I    1.6 I   26.3 I   12.1 I    8.2 I
                    -I--------I--------I--------I--------I
                2.00 I     96 I   1126 I    478 I    302 I   2002
  GIRL               I    4.8 I   56.2 I   23.9 I   15.1 I   51.7
                     I   60.8 I   52.5 I   50.5 I   48.7 I
                     I    2.5 I   29.1 I   12.3 I    7.8 I
                    -I--------I--------I--------I--------I
              COLUMN      158     2146      947      620     3871
              TOTAL       4.1     55.4     24.5     16.0    100.0

NUMBER OF MISSING OBSERVATIONS =        15
```

Table IV-5

Relationship Between Race of Child (Item 2) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
          COUNT   I
         ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O ENTERTAI DON'T KN   ROW
         COL PCT  ID                                           WNER     NMENT    OW         TOTAL
         TOT PCT  I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
        ----------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00  I     4  I    12  I    15  I     3  I     7  I     3  I     0  I    58  I    102
BLACK             I   3.9  I  11.8  I  14.7  I   2.9  I   6.9  I   2.9  I   0.0  I  56.9  I    2.7
                  I   2.9  I   2.8  I   1.7  I   1.4  I   1.4  I   0.6  I   0.0  I   5.0  I
                  I   0.1  I   0.3  I   0.4  I   0.1  I   0.2  I   0.1  I   0.0  I   1.5  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00  I   133  I   410  I   854  I   206  I   503  I   506  I    15  I  1077  I   3704
WHITE             I   3.6  I  11.1  I  23.1  I   5.6  I  13.6  I  13.7  I   0.4  I  29.1  I   96.2
                  I  96.4  I  96.5  I  97.7  I  98.1  I  97.1  I  99.0  I  93.8  I  93.1  I
                  I   3.5  I  10.7  I  22.2  I   5.4  I  13.1  I  13.1  I   0.4  I  28.0  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
            3.00  I     1  I     3  I     5  I     1  I     8  I     2  I     1  I    22  I     43
OTHER             I   2.3  I   7.0  I  11.6  I   2.3  I  18.6  I   4.7  I   2.3  I  51.2  I    1.1
                  I   0.7  I   0.7  I   0.6  I   0.5  I   1.5  I   0.4  I   6.3  I   1.9  I
                  I   0.0  I   0.1  I   0.1  I   0.0  I   0.2  I   0.1  I   0.0  I   0.6  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN      138      425      874      210      518      511       16     1157      3849
           TOTAL      3.6     11.0     22.7      5.5     13.5     13.3      0.4     30.1     100.0

NUMBER OF MISSING OBSERVATIONS =        37
```

Table IV-6

Relationship Between Race of Child (Item 2) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
          COUNT  I
        ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OP O STAYS AT ENTERTAI DON'T KN
        COL PCT  ID                                            WNER     HOME     NMENT    OW        ROW
        TOT PCT  I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I  TOTAL
        ---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00  I    11  I     4  I     4  I    11  I     7  I     2  I    46  I     0  I    25  I
 BLACK           I  10.0  I   3.6  I   3.6  I  10.0  I   6.4  I   1.8  I  41.8  I   0.0  I  22.7  I   110
                 I   3.1  I   1.6  I   2.6  I   2.0  I   2.2  I   2.7  I   2.8  I   0.0  I   4.9  I   2.8
                 I   0.3  I   0.1  I   0.1  I   0.3  I   0.2  I   0.1  I   1.2  I   0.0  I   0.6  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00  I   344  I   238  I   145  I   544  I   308  I    70  I  1588  I    10  I   478  I
 WHITE           I   9.2  I   6.4  I   3.9  I  14.6  I   8.3  I   1.9  I  42.6  I   0.3  I  12.8  I  3725
                 I  95.8  I  97.1  I  95.4  I  97.1  I  96.6  I  95.9  I  96.4  I 100.0  I  93.4  I  96.1
                 I   8.9  I   6.1  I   3.7  I  14.0  I   7.9  I   1.8  I  40.9  I   0.3  I  12.3  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           3.00  I     4  I     3  I     3  I     5  I     4  I     1  I    14  I     0  I     9  I
 OTHER           I   9.3  I   7.0  I   7.0  I  11.6  I   9.3  I   2.3  I  32.6  I   0.0  I  20.9  I    43
                 I   1.1  I   1.2  I   2.0  I   0.9  I   1.3  I   1.4  I   0.8  I   0.0  I   1.8  I   1.1
                 I   0.1  I   0.1  I   0.1  I   0.1  I   0.1  I   0.0  I   0.4  I   0.0  I   0.2  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      359      245      152      560      319       73     1648       10      512     3878
          TOTAL      9.3      6.3      3.9     14.4      8.2      1.9     42.5      0.3     13.2    100.0

UMBER OF MISSING OBSERVATIONS =        8
```

Tabl[illegible]V-7

Relationship Between Race of Child (Item 2) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
           COUNT   I
         ROW PCT   IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
         COL PCT   IRY       OOL                OW        TOTAL
         TOT PCT   I    1.00I    2.00I    3.00I    4.00I
         ----------I--------I--------I--------I--------I
            1.00   I     7  I    34  I    26  I    42  I    109
 BLACK             I   6.4  I  31.2  I  23.9  I  38.5  I    2.8
                   I   3.6  I   2.1  I   2.0  I   5.3  I
                   I   0.2  I   0.9  I   0.7  I   1.1  I
                  -I--------I--------I--------I--------I
            2.00   I   186  I  1537  I  1259  I   730  I   3712
 WHITE             I   5.0  I  41.4  I  33.9  I  19.7  I   96.1
                   I  95.9  I  97.1  I  96.8  I  92.9  I
                   I   4.8  I  39.8  I  32.6  I  18.9  I
                  -I--------I--------I--------I--------I
            3.00   I     1  I    12  I    16  I    14  I     43
 OTHER             I   2.3  I  27.9  I  37.2  I  32.6  I    1.1
                   I   0.5  I   0.8  I   1.2  I   1.8  I
                   I   0.0  I   0.3  I   0.4  I   0.4  I
                  -I--------I--------I--------I--------I
          COLUMN       194      1583     1301      786     3864
           TOTAL       5.0      41.0     33.7     20.3    100.0

NUMBER OF MISSING OBSERVATIONS =        22
```

Table IV-8

Relationship Between Race of Child (Item 2) and Mother's Level of Education (Item 20

Eighth Grade, N - 3886

```
          COUNT   I
        ROW PCT   IELEMENTA HIGH SCH COLLEGE   DON'T KN    ROW
        COL PCT   IRY       OOL                OW          TOTAL
        TOT PCT   I    1.00I     2.00I     3.00I     4.00I
        ----------I--------I---------I---------I---------I
           1.00   I     4  I     60  I     25  I     21  I    110
BLACK             I   3.6  I   54.5  I   22.7  I   19.1  I    2.8
                  I   2.6  I    2.8  I    2.6  I    3.4  I
                  I   0.1  I    1.6  I    0.6  I    0.5  I
                 -I--------I---------I---------I---------I
           2.00   I   148  I   2067  I    904  I    593  I   3712
WHITE             I   4.0  I   55.7  I   24.4  I   16.0  I   96.0
                  I  94.9  I   96.4  I   95.6  I   96.0  I
                  I   3.8  I   53.5  I   23.4  I   15.3  I
                 -I--------I---------I---------I---------I
           3.00   I     4  I     18  I     17  I      4  I     43
OTHER             I   9.3  I   41.9  I   39.5  I    9.3  I    1.1
                  I   2.6  I    0.8  I    1.8  I    0.6  I
                  I   0.1  I    0.5  I    0.4  I    0.1  I
                 -I--------I---------I---------I---------I
         COLUMN       156      2145       946       618      3865
          TOTAL       4.0      55.5      24.5      16.0     100.0

NUMBER OF MISSING OBSERVATIONS =        21
```

Table IV-9

Relationship Between Speaking a Foreign Language in the Home (Item 3) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
                 COUNT   I
                 ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O ENTERTAI DON'T KN   ROW
                 COL PCT ID                                           WNER     NMENT    OW        TOTAL
                 TOT PCT I   1.00I   2.00I   3.00I   4.00I   5.00I   6.00I   8.00I   9.00I
                 --------I--------I--------I--------I--------I--------I--------I--------I--------I
                   1.00  I     2  I     7  I    11  I     2  I     9  I     3  I     1  I    20  I    55
        SPAN             I   3.6  I  12.7  I  20.0  I   3.6  I  16.4  I   5.5  I   1.8  I  36.4  I   1.4
                         I   1.4  I   1.7  I   1.3  I   1.0  I   1.7  I   0.6  I   6.3  I   1.7  I
                         I   0.1  I   0.2  I   0.3  I   0.1  I   0.2  I   0.1  I   0.0  I   0.5  I
                        -I--------I--------I--------I--------I--------I--------I--------I--------I
                   2.00  I     5  I     9  I    22  I     4  I     9  I    13  I     1  I    37  I   100
        ITAL             I   5.0  I   9.0  I  22.0  I   4.0  I   9.0  I  13.0  I   1.0  I  37.0  I   2.6
                         I   3.6  I   2.1  I   2.5  I   1.9  I   1.7  I   2.6  I   6.3  I   3.2  I
                         I   0.1  I   0.2  I   0.6  I   0.1  I   0.2  I   0.3  I   0.0  I   1.0  I
                        -I--------I--------I--------I--------I--------I--------I--------I--------I
                   3.00  I    17  I    14  I    15  I     3  I     2  I     2  I     0  I    36  I    89
        PORT             I  19.1  I  15.7  I  16.9  I   3.4  I   2.2  I   2.2  I   0.0  I  40.4  I   2.3
                         I  12.3  I   3.3  I   1.7  I   1.5  I   0.4  I   0.4  I   0.0  I   3.1  I
                         I   0.4  I   0.4  I   0.4  I   0.1  I   0.1  I   0.1  I   0.0  I   0.9  I
                        -I--------I--------I--------I--------I--------I--------I--------I--------I
                   4.00  I   114  I   392  I   814  I   197  I   496  I   491  I    14  I  1052  I  3570
        NONE OF THESE    I   3.2  I  11.0  I  22.8  I   5.5  I  13.9  I  13.8  I   0.4  I  29.5  I  93.5
                         I  82.6  I  92.7  I  94.3  I  95.6  I  96.1  I  96.5  I  87.5  I  91.7  I
                         I   3.0  I  10.3  I  21.3  I   5.2  I  13.0  I  12.9  I   0.4  I  27.6  I
                        -I--------I--------I--------I--------I--------I--------I--------I--------I
                   5.00* I     0  I     1  I     1  I     0  I     0  I     0  I     0  I     2  I     4
                         I   0.0  I  25.0  I  25.0  I   0.0  I   0.0  I   0.0  I   0.0  I  50.0  I   0.1
                         I   0.0  I   0.2  I   0.1  I   0.0  I   0.0  I   0.0  I   0.0  I   0.2  I
                         I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.1  I
                        -I--------I--------I--------I--------I--------I--------I--------I--------I
                  COLUMN      138      423      863      206      516      509       16     1147     3818
                   TOTAL      3.6     11.1     22.6      5.4     13.5     13.3      0.4     30.0    100.0

NUMBER OF MISSING OBSERVATIONS =       68
```

*The response code "5" was not explained in the information received from NES.

Table IV-10

Relationship Between Speaking a Foreign Language in the Home (Item 3) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
          COUNT   I
          ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
          COL PCT ID                                           WNER     HOME     NMENT    OW        TOTAL
          TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00   I     4  I     6  I     3  I     6  I     2  I     2  I    26  I     0  I     7  I     56
SPAN              I   7.1  I  10.7  I   5.4  I  10.7  I   3.6  I   3.6  I  46.4  I   0.0  I  12.5  I    1.5
                  I   1.1  I   2.5  I   2.0  I   1.1  I   0.6  I   2.7  I   1.6  I   0.0  I   1.4  I
                  I   0.1  I   0.2  I   0.1  I   0.2  I   0.1  I   0.1  I   0.7  I   0.0  I   0.2  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00   I    17  I     5  I     3  I    13  I     3  I     3  I    33  I     1  I    22  I    100
ITAL              I  17.0  I   5.0  I   3.0  I  13.0  I   3.0  I   3.0  I  33.0  I   1.0  I  22.0  I    2.6
                  I   4.7  I   2.1  I   2.0  I   2.4  I   0.9  I   4.1  I   2.0  I  10.0  I   4.3  I
                  I   0.4  I   0.1  I   0.1  I   0.3  I   0.1  I   0.1  I   0.9  I   0.0  I   0.6  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           3.00   I    18  I    15  I     6  I     3  I     1  I     0  I    27  I     0  I    19  I     89
PORT              I  20.2  I  16.9  I   6.7  I   3.4  I   1.1  I   0.0  I  30.3  I   0.0  I  21.3  I    2.3
                  I   5.0  I   6.2  I   3.9  I   0.5  I   0.3  I   0.0  I   1.7  I   0.0  I   3.7  I
                  I   0.5  I   0.4  I   0.2  I   0.1  I   0.0  I   0.0  I   0.7  I   0.0  I   0.5  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           4.00   I   320  I   216  I   140  I   531  I   310  I    68  I  1545  I     9  I   459  I   3598
NONE OF THESE     I   8.9  I   6.0  I   3.9  I  14.8  I   8.6  I   1.9  I  42.9  I   0.3  I  12.8  I   93.5
                  I  89.1  I  88.9  I  92.1  I  96.0  I  98.1  I  93.2  I  94.7  I  90.0  I  90.2  I
                  I   8.3  I   5.6  I   3.6  I  13.8  I   8.1  I   1.8  I  40.2  I   0.2  I  11.9  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           5.00*  I     0  I     1  I     0  I     0  I     0  I     0  I     1  I     0  I     2  I      4
                  I   0.0  I  25.0  I   0.0  I   0.0  I   0.0  I   0.0  I  25.0  I   0.0  I  50.0  I    0.1
                  I   0.0  I   0.4  I   0.0  I   0.0  I   0.0  I   0.0  I   0.1  I   0.0  I   0.4  I
                  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.1  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN        359      243      152      553      316       73     1632       10      509     3847
          TOTAL        9.3      6.3      4.0     14.4      8.2      1.9     42.4      0.3     13.2    100.0

MBER OF MISSING OBSERVATIONS =        39
```

he response code "5" was not explained in the information received from NES.

Table IV-11

Relationship Between Speaking a Foreign Language in the Home (Item 3) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
            COUNT    I
          ROW PCT    IELEMENTA HIGH SCH COLLEGE   DON'T KN    ROW
          COL PCT    IRY       OOL                OW          TOTAL
          TOT PCT    I    1.00I    2.00I    3.00I    4.00I
                   --------I--------I--------I--------I--------I
             1.00    I      7 I     19 I     18 I     11 I      55
  SPAN               I   12.7 I   34.5 I   32.7 I   20.0 I     1.4
                     I    3.6 I    1.2 I    1.4 I    1.4 I
                     I    0.2 I    0.5 I    0.5 I    0.3 I
                    -I--------I--------I--------I--------I
             2.00    I     14 I     31 I     31 I     24 I     100
  ITAL               I   14.0 I   31.0 I   31.0 I   24.0 I     2.6
                     I    7.2 I    2.0 I    2.4 I    3.1 I
                     I    0.4 I    0.8 I    0.8 I    0.6 I
                    -I--------I--------I--------I--------I
             3.00    I     19 I     25 I      6 I     39 I      89
  PORT               I   21.3 I   28.1 I    6.7 I   43.8 I     2.3
                     I    9.7 I    1.6 I    0.5 I    5.0 I
                     I    0.5 I    0.7 I    0.2 I    1.0 I
                    -I--------I--------I--------I--------I
             4.00    I    154 I   1490 I   1235 I    707 I    3586
  NONE OF THESE      I    4.3 I   41.6 I   34.4 I   19.7 I    93.5
                     I   79.0 I   95.1 I   95.7 I   90.3 I
                     I    4.0 I   38.9 I   32.2 I   18.4 I
                    -I--------I--------I--------I--------I
             5.00*   I      1 I      1 I      0 I      2 I       4
                     I   25.0 I   25.0 I    0.0 I   50.0 I     0.1
                     I    0.5 I    0.1 I    0.0 I    0.3 I
                     I    0.0 I    0.0 I    0.0 I    0.1 I
                    -I--------I--------I--------I--------I
           COLUMN         195     1566     1290      783      3834
           TOTAL          5.1     40.8     33.6     20.4     100.0

NUMBER OF MISSING OBSERVATIONS =       52
```

*The response code "5" was not explained in the information received from NES.

Table IV-12

Relationship Between Speaking a Foreign Language in the Home (Item 3) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
                  COUNT   I
                 ROW PCT  IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
                 COL PCT  IRY       OOL               OW         TOTAL
                 TOT PCT  I    1.00I    2.00I    3.00I    4.00I
                  --------I--------I--------I--------I--------I
                     1.00 I    11  I    24  I    14  I     7  I    56
   SPAN                   I  19.6  I  42.9  I  25.0  I  12.5  I   1.5
                          I   7.0  I   1.1  I   1.5  I   1.1  I
                          I   0.3  I   0.6  I   0.4  I   0.2  I
                         -I--------I--------I--------I--------I
                     2.00 I    16  I    44  I    19  I    21  I   100
   ITAL                   I  16.0  I  44.0  I  19.0  I  21.0  I   2.6
                          I  10.1  I   2.1  I   2.0  I   3.4  I
                          I   0.4  I   1.1  I   0.5  I   0.5  I
                         -I--------I--------I--------I--------I
                     3.00 I    26  I    29  I     3  I    30  I    88
   PORT                   I  29.5  I  33.0  I   3.4  I  34.1  I   2.3
                          I  16.5  I   1.4  I   0.3  I   4.9  I
                          I   0.7  I   0.8  I   0.1  I   0.8  I
                         -I--------I--------I--------I--------I
                     4.00 I   105  I  2025  I   900  I   557  I  3587
   NONE OF THESE          I   2.9  I  56.5  I  25.1  I  15.5  I  93.5
                          I  66.5  I  95.4  I  96.1  I  90.3  I
                          I   2.7  I  52.8  I  23.5  I  14.5  I
                         -I--------I--------I--------I--------I
                    5.00* I     0  I     1  I     1  I     2  I     4
                          I   0.0  I  25.0  I  25.0  I  50.0  I   0.1
                          I   0.0  I   0.0  I   0.1  I   0.3  I
                          I   0.0  I   0.0  I   0.0  I   0.1  I
                         -I--------I--------I--------I--------I
                   COLUMN      158     2123      937      617     3835
                   TOTAL       4.1     55.4     24.4     16.1    100.0

NUMBER OF MISSING OBSERVATIONS =       51
```

*The response code "5" was not explained in the information received from NES.

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Public/Parochial Project

Final Report

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Section IV: Population Factors

PART 2

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Table IV-13

Relationship Between Number of People in House (item 5) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
 COUNT   I
ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O ENTERTAI DON'T KN     ROW
COL PCT  ID                                            WNER     NMENT    OW          TOTAL
TOT PCT  I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
--------I--------I--------I--------I--------I--------I--------I--------I--------I
  1.00   I      0 I      0 I      0 I      0 I      0 I      0 I      0 I      1 I      1
         I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I  100.0 I    0.0
         I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.1 I
         I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I
  2.00   I      0 I      2 I      7 I      1 I      1 I      1 I      0 I     21 I     33
         I    0.0 I    6.1 I   21.2 I    3.0 I    3.0 I    3.0 I    0.0 I   63.6 I    0.9
         I    0.0 I    0.5 I    0.8 I    0.5 I    0.2 I    0.2 I    0.0 I    1.8 I
         I    0.0 I    0.1 I    0.2 I    0.0 I    0.0 I    0.0 I    0.0 I    0.5 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I
  3.00   I     16 I     24 I     57 I     15 I     32 I     39 I      1 I    105 I    289
         I    5.5 I    8.3 I   19.7 I    5.2 I   11.1 I   13.5 I    0.3 I   36.3 I    7.5
         I   11.6 I    5.7 I    6.5 I    7.2 I    6.2 I    7.6 I    6.3 I    9.1 I
         I    0.4 I    0.6 I    1.5 I    0.4 I    0.8 I    1.0 I    0.0 I    2.7 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I
  4.00   I     20 I     91 I    172 I     44 I     79 I    116 I      3 I    229 I    754
         I    2.7 I   12.1 I   22.8 I    5.8 I   10.5 I   15.4 I    0.4 I   30.4 I   19.6
         I   14.5 I   21.5 I   19.7 I   21.1 I   15.2 I   22.7 I   18.8 I   19.8 I
         I    0.5 I    2.4 I    4.5 I    1.1 I    2.1 I    3.0 I    0.1 I    6.0 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I
  5.00   I     28 I    118 I    259 I     58 I    140 I    133 I      3 I    281 I   1020
         I    2.7 I   11.6 I   25.4 I    5.7 I   13.7 I   13.0 I    0.3 I   27.5 I   26.5
         I   20.3 I   27.8 I   29.7 I   27.8 I   27.0 I   26.0 I   18.8 I   24.3 I
         I    0.7 I    3.1 I    6.7 I    1.5 I    3.6 I    3.5 I    0.1 I    7.3 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I
  6.00   I     35 I     80 I    181 I     46 I    134 I    103 I      4 I    204 I    787
         I    4.4 I   10.2 I   23.0 I    5.8 I   17.0 I   13.1 I    0.5 I   25.9 I   20.5
         I   25.4 I   18.9 I   20.8 I   22.0 I   25.8 I   20.1 I   25.0 I   17.7 I
         I    0.9 I    2.1 I    4.7 I    1.2 I    3.5 I    2.7 I    0.1 I    5.3 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I
  7.00   I     15 I     45 I    103 I     22 I     57 I     61 I      4 I    129 I    436
         I    3.4 I   10.3 I   23.6 I    5.0 I   13.1 I   14.0 I    0.9 I   29.6 I   11.3
         I   10.9 I   10.6 I   11.8 I   10.5 I   11.0 I   11.9 I   25.0 I   11.2 I
         I    0.4 I    1.2 I    2.7 I    0.6 I    1.5 I    1.6 I    0.1 I    3.4 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I
  8.00   I     14 I     32 I     50 I     13 I     40 I     28 I      1 I     79 I    257
         I    5.4 I   12.5 I   19.5 I    5.1 I   15.6 I   10.9 I    0.4 I   30.7 I    6.7
         I   10.1 I    7.5 I    5.7 I    6.2 I    7.7 I    5.5 I    6.3 I    6.8 I
         I    0.4 I    0.8 I    1.3 I    0.3 I    1.0 I    0.7 I    0.0 I    2.1 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I
  9.00   I     10 I     32 I     43 I     10 I     36 I     31 I      0 I    106 I    268
NINE OR MORE I 3.7 I   11.9 I   16.0 I    3.7 I   13.4 I   11.6 I    0.0 I   39.6 I    7.0
         I    7.2 I    7.5 I    4.9 I    4.8 I    6.9 I    6.1 I    0.0 I    9.2 I
         I    0.3 I    0.8 I    1.1 I    0.3 I    0.9 I    0.8 I    0.0 I    2.8 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I
 COLUMN       138      424      872      209      519      512       16     1155     3845
  TOTAL       3.6     11.0     22.7      5.4     13.[illegible]     13.3      0.4     30.0    100.0

NUMBER OF MISSING OBS[illegible] =      41
```

Table IV-14

Relationship Between Number of People in House (Item 5) and Mother's Occupation (Item 18)

Eighth Grade, N =3886

```
   COUNT I
 ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN    ROW
 COL PCT ID                                            WNER     HOME     NMENT    OW         TOTAL
 TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
 --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    1.00 I       0I       0I       0I       0I       0I       0I       0I       0I       1I      1
         I     0.0I     0.0I     0.0I     0.0I     0.0I     0.0I     0.0I     0.0I   100.0I    0.0
         I     0.0I     0.0I     0.0I     0.0I     0.0I     0.0I     0.0I     0.0I     0.2I
         I     0.0I     0.0I     0.0I     0.0I     0.0I     0.0I     0.0I     0.0I     0.0I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    2.00 I       6I       2I       1I       6I       0I       0I      11I       0I       8I     34
         I    17.6I     5.9I     2.9I    17.6I     0.0I     0.0I    32.4I     0.0I    23.5I    0.9
         I     1.7I     0.8I     0.6I     1.1I     0.0I     0.0I     0.7I     0.0I     1.6I
         I     0.2I     0.1I     0.0I     0.2I     0.0I     0.0I     0.3I     0.0I     0.2I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    3.00 I      33I      20I       9I      49I      24I       8I     105I       0I      42I    290
         I    11.4I     6.9I     3.1I    16.9I     8.3I     2.8I    36.2I     0.0I    14.5I    7.5
         I     9.2I     8.2I     5.8I     8.8I     7.5I    11.0I     6.4I     0.0I     8.2I
         I     0.9I     0.5I     0.2I     1.3I     0.6I     0.2I     2.7I     0.0I     1.1I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    4.00 I      71I      55I      37I     130I      69I      21I     277I       1I     100I    761
         I     9.3I     7.2I     4.9I    17.1I     9.1I     2.8I    36.4I     0.1I    13.1I   19.6
         I    19.8I    22.5I    24.0I    23.3I    21.6I    28.8I    16.8I    10.0I    19.6I
         I     1.8I     1.4I     1.0I     3.4I     1.8I     0.5I     7.2I     0.0I     2.6I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    5.00 I     100I      75I      39I     166I      78I      21I     400I       3I     144I   1026
         I     9.7I     7.3I     3.8I    16.2I     7.6I     2.0I    39.0I     0.3I    14.0I   26.5
         I    27.9I    30.7I    25.3I    29.7I    24.4I    28.8I    24.3I    30.0I    28.2I
         I     2.6I     1.9I     1.0I     4.3I     2.0I     0.5I    10.3I     0.1I     3.7I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    6.00 I      72I      36I      36I     114I      66I       9I     366I       2I      92I    793
         I     9.1I     4.5I     4.5I    14.4I     8.3I     1.1I    46.2I     0.3I    11.6I   20.5
         I    20.1I    14.8I    23.4I    20.4I    20.6I    12.3I    22.2I    20.0I    18.0I
         I     1.9I     0.9I     0.9I     2.9I     1.7I     0.2I     9.4I     0.1I     2.4I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    7.00 I      43I      26I      17I      50I      44I       8I     200I       3I      49I    440
         I     9.8I     5.9I     3.9I    11.4I    10.0I     1.8I    45.5I     0.7I    11.1I   11.4
         I    12.0I    10.7I    11.0I     8.9I    13.8I    11.0I    12.2I    30.0I     9.6I
         I     1.1I     0.7I     0.4I     1.3I     1.1I     0.2I     5.2I     0.1I     1.3I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    8.00 I      18I      21I       6I      25I      20I       4I     131I       1I      33I    259
         I     6.9I     8.1I     2.3I     9.7I     7.7I     1.5I    50.6I     0.4I    12.7I    6.7
         I     5.0I     8.6I     3.9I     4.5I     6.3I     5.5I     8.0I    10.0I     6.5I
         I     0.5I     0.5I     0.2I     0.6I     0.5I     0.1I     3.4I     0.0I     0.9I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    9.00 I      16I       9I       9I      19I      19I       2I     155I       0I      41I    270
NINE OR MORE     5.9I     3.3I     3.3I     7.0I     7.0I     0.7I    57.4I     0.0I    15.2I    7.0
         I     4.5I     3.7I     5.8I     3.4I     5.9I     2.7I     9.4I     0.0I     8.0I
         I     0.4I     0.2I     0.2I     0.5I     0.5I     0.1I     4.0I     0.0I     1.1I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  COLUMN       359      244      154      559      320       73     1645       10      510    3874
   TOTAL       9.3      6.3      4.0     14.4      8.3      1.9     42.5      0.3     13.2   100.0

UMBER OF MISSING OBSERVATIONS =       12
```

Table IV-15

Relationship Between Number of People in House (Item 5) and Father's Level of Education (Item 1

Eighth Grade, N = 3886

COUNT ROW PCT COL PCT TOT PCT	ELEMENTARY 1.00	HIGH SCHOOL 2.00	COLLEGE 3.00	DON'T KNOW 4.00	ROW TOTAL
1.00	0	0	0	1	1
	0.0	0.0	0.0	100.0	0.0
	0.0	0.0	0.0	0.1	
	0.0	0.0	0.0	0.0	
2.00	4	10	6	14	34
	11.8	29.4	17.6	41.2	0.9
	2.0	0.6	0.5	1.8	
	0.1	0.3	0.2	0.4	
3.00	13	120	81	75	289
	4.5	41.5	28.0	26.0	7.5
	6.6	7.6	6.2	9.6	
	0.3	3.1	2.1	1.9	
4.00	42	325	230	162	759
	5.5	42.8	30.3	21.3	19.7
	21.4	20.6	17.7	20.7	
	1.1	8.4	6.0	4.2	
5.00	57	433	353	181	1024
	5.6	42.3	34.5	17.7	26.5
	29.1	27.4	27.2	23.1	
	1.5	11.2	9.1	4.7	
6.00	38	325	292	134	789
	4.8	41.2	37.0	17.0	20.4
	19.4	20.6	22.5	17.1	
	1.0	8.4	7.6	3.5	
7.00	11	174	156	98	439
	2.5	39.6	35.5	22.3	11.4
	5.6	11.0	12.0	12.5	
	0.3	4.5	4.0	2.5	
8.00	17	93	93	53	256
	6.6	36.3	36.3	20.7	6.6
	8.7	5.9	7.2	6.8	
	0.4	2.4	2.4	1.4	
9.00 NINE OR MORE	14	101	89	65	269
	5.2	37.5	33.1	24.2	7.0
	7.1	6.4	6.8	8.3	
	0.4	2.6	2.2	1.7	
COLUMN TOTAL	196 5.1	1581 41.0	1300 33.7	783 20.3	3860 100.0

NUMBER OF MISSING OBSERVATIONS 26

Table IV-16

Relationship Between Number of People in House (Item 5) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
   COUNT   I
ROW PCT    IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
COL PCT    IRY       OOL               OW         TOTAL
TOT PCT    I    1.00I    2.00I    3.00I    4.00I
--------   I--------I--------I--------I--------I
   1.00    I     0  I     0  I     1  I     0  I      1
           I   0.0  I   0.0  I 100.0  I   0.0  I    0.0
           I   0.0  I   0.0  I   0.1  I   0.0  I
           I   0.0  I   0.0  I   0.0  I   0.0  I
          -I--------I--------I--------I--------I
   2.00    I     3  I    18  I     7  I     6  I     34
           I   8.8  I  52.9  I  20.6  I  17.6  I    0.9
           I   1.9  I   0.8  I   0.7  I   1.0  I
           I   0.1  I   0.5  I   0.2  I   0.2  I
          -I--------I--------I--------I--------I
   3.00    I    15  I   146  I    69  I    58  I    288
           I   5.2  I  50.7  I  24.0  I  20.1  I    7.5
           I   9.5  I   6.8  I   7.3  I   9.4  I
           I   0.4  I   3.8  I   1.8  I   1.5  I
          -I--------I--------I--------I--------I
   4.00    I    32  I   410  I   192  I   126  I    760
           I   4.2  I  53.9  I  25.3  I  16.6  I   19.7
           I  20.3  I  19.1  I  20.3  I  20.5  I
           I   0.8  I  10.6  I   5.0  I   3.3  I
          -I--------I--------I--------I--------I
   5.00    I    39  I   604  I   239  I   143  I   1025
           I   3.8  I  58.9  I  23.3  I  14.0  I   26.5
           I  24.7  I  28.2  I  25.2  I  23.3  I
           I   1.0  I  15.6  I   6.2  I   3.7  I
          -I--------I--------I--------I--------I
   6.00    I    33  I   457  I   196  I   103  I    789
           I   4.2  I  57.9  I  24.8  I  13.1  I   20.4
           I  20.9  I  21.3  I  20.7  I  16.8  I
           I   0.9  I  11.8  I   5.1  I   2.7  I
          -I--------I--------I--------I--------I
   7.00    I    11  I   235  I   118  I    75  I    439
           I   2.5  I  53.5  I  26.9  I  17.1  I   11.4
           I   7.0  I  11.0  I  12.4  I  12.2  I
           I   0.3  I   6.1  I   3.1  I   1.9  I
          -I--------I--------I--------I--------I
   8.00    I    16  I   132  I    62  I    47  I    257
           I   6.2  I  51.4  I  24.1  I  18.3  I    6.7
           I  10.1  I   6.2  I   6.5  I   7.7  I
           I   0.4  I   3.4  I   1.6  I   1.2  I
          -I--------I--------I--------I--------I
   9.00    I     9  I   139  I    64  I    56  I    268
NINE OR MORE I   3.4  I  51.9  I  23.9  I  20.9  I    6.9
           I   5.7  I   6.5  I   6.8  I   9.1  I
           I   0.2  I   3.6  I   1.7  I   1.5  I
          -I--------I--------I--------I--------I
   COLUMN      158      2141      948      614      3861
   TOTAL       4.1      55.5     24.6     15.9     100.0

NUMBER OF MISSING OBSERVATIONS =       25
```

Table IV-17

Relationship Between Type of House (Item 6) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
          CCUNT   I
          RCW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O ENTERTAI DON'T KN    ROW
          COL PCT ID                                           WNER     NMENT    OW          TOTAL
          TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I
             1.00 I    91  I   340  I   704  I   183  I   485  I   460  I    12  I   837  I   3112
 SINGLE FAM       I   2.9  I  10.9  I  22.6  I   5.9  I  15.6  I  14.8  I   0.4  I  26.9  I   80.8
                  I  65.9  I  80.0  I  80.5  I  87.6  I  93.6  I  89.7  I  75.0  I  72.3  I
                  I   2.4  I   8.8  I  18.3  I   4.8  I  12.6  I  11.9  I   0.3  I  21.7  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
             2.00 I    31  I    64  I   139  I    21  I    28  I    38  I     3  I   213  I    537
 MULT FAM         I   5.8  I  11.9  I  25.9  I   3.9  I   5.2  I   7.1  I   0.6  I  39.7  I   13.9
                  I  22.5  I  15.1  I  15.9  I  10.0  I   5.4  I   7.4  I  18.8  I  18.4  I
                  I   0.8  I   1.7  I   3.6  I   0.5  I   0.7  I   1.0  I   0.1  I   5.5  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
             3.00 I    16  I    19  I    28  I     5  I     5  I    14  I     1  I    97  I    185
 APT              I   8.6  I  10.3  I  15.1  I   2.7  I   2.7  I   7.6  I   0.5  I  52.4  I    4.8
                  I  11.6  I   4.5  I   3.2  I   2.4  I   1.0  I   2.7  I   6.3  I   8.4  I
                  I   0.4  I   0.5  I   0.7  I   0.1  I   0.1  I   0.4  I   0.0  I   2.5  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
             4.00 I     0  I     2  I     4  I     0  I     0  I     1  I     0  I     8  I     15
 TRAILER          I   0.0  I  13.3  I  26.7  I   0.0  I   0.0  I   6.7  I   0.0  I  53.3  I    0.4
                  I   0.0  I   0.5  I   0.5  I   0.0  I   0.0  I   0.2  I   0.0  I   0.7  I
                  I   0.0  I   0.1  I   0.1  I   0.0  I   0.0  I   0.0  I   0.0  I   0.2  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
             5.00*I     0  I     0  I     0  I     0  I     0  I     0  I     0  I     3  I      3
                  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I 100.0  I    0.1
                  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.3  I
                  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.1  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
           COLUMN     138      425      875      209      518      513       16     1158       3852
           TOTAL      3.6     11.0     22.7      5.4     13.4     13.3      0.4     30.1      100.0

NUMBER OF MISSING OBSERVATIONS =       34
```

*The response code "5" was not explained in the information received from NES.

Table IV-18

Relationship Between Type of House*(Item 6) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

COUNT ROW PCT COL PCT TOT PCT		UNSKILLED 1.00	SEMI-SKI 2.00	SKILLED 3.00	CLERICAL 4.00	PROF 5.00	MGR OR OWNER 6.00	STAYS AT HOME 7.00	ENTERTAINMENT 8.00	DON'T KNOW 9.00	ROW TOTAL
SINGLE FAM	1.00	263	187	127	473	299	60	1339	8	374	3130
		8.4	6.0	4.1	15.1	9.6	1.9	42.8	0.3	11.9	80.6
		73.3	76.3	83.0	84.5	93.4	83.3	81.2	80.0	72.9	
		6.8	4.8	3.3	12.2	7.7	1.5	34.5	0.2	9.6	
MULT FAM	2.00	70	42	17	65	15	9	226	2	99	545
		12.8	7.7	3.1	11.9	2.8	1.7	41.5	0.4	18.2	14.0
		19.5	17.1	11.1	11.6	4.7	12.5	13.7	20.0	19.3	
		1.8	1.1	0.4	1.7	0.4	0.2	5.8	0.1	2.6	
APT	3.00	25	14	6	20	6	2	77	0	37	188
		13.8	7.4	3.2	10.6	3.2	1.1	41.0	0.0	19.7	4.8
		7.2	5.7	3.9	3.6	1.9	2.8	4.7	0.0	7.2	
		0.7	0.4	0.2	0.5	0.2	0.1	2.0	0.0	1.0	
TRAILER	4.00	0	2	3	2	0	1	4	0	3	15
		0.0	13.3	20.0	13.3	0.0	6.7	26.7	0.0	20.0	0.4
		0.0	0.8	2.0	0.4	0.0	1.4	0.2	0.0	0.6	
		0.0	0.1	0.1	0.1	0.0	0.0	0.1	0.0	0.1	
	5.00*	0	0	0	0	0	0	3	0	0	3
		0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.1
		0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	
		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	
COLUMN TOTAL		359	245	153	560	320	72	1649	10	513	3881
		9.3	6.3	3.9	14.4	8.2	1.9	42.5	0.3	13.2	100.0

UMBER OF MISSING OBSERVATIONS = 5

*The response code "5" was not explained in the information received from NES.

Table IV-19

Relationship Between Type of House (Item 6) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
                 COUNT   I
                 ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
                 COL PCT IRY       OOL               OW         TOTAL
                 TOT PCT I    1.00I    2.00I    3.00I    4.00I
                 --------I--------I--------I--------I--------I
                   1.00  I   125  I  1256  I  1185  I   553  I   3119
    SINGLE FAM           I   4.0  I  40.3  I  38.0  I  17.7  I   80.7
                         I  64.1  I  79.3  I  91.1  I  70.3  I
                         I   3.2  I  32.5  I  30.6  I  14.3  I
                        -I--------I--------I--------I--------I
                   2.00  I    50  I   256  I    85  I   151  I    542
    MULT FAM             I   9.2  I  47.2  I  15.7  I  27.9  I   14.0
                         I  25.6  I  16.2  I   6.5  I  19.2  I
                         I   1.3  I   6.6  I   2.2  I   3.9  I
                        -I--------I--------I--------I--------I
                   3.00  I    17  I    68  I    30  I    73  I    188
    APT                  I   9.0  I  36.2  I  16.0  I  38.8  I    4.9
                         I   8.7  I   4.3  I   2.3  I   9.3  I
                         I   0.4  I   1.8  I   0.8  I   1.9  I
                        -I--------I--------I--------I--------I
                   4.00  I     1  I     4  I     0  I    10  I     15
    TRAILER              I   6.7  I  26.7  I   0.0  I  66.7  I    0.4
                         I   0.5  I   0.3  I   0.0  I   1.3  I
                         I   0.0  I   0.1  I   0.0  I   0.3  I
                        -I--------I--------I--------I--------I
                   5.00 *I     2  I     0  I     1  I     0  I      3
                         I  66.7  I   0.0  I  33.3  I   0.0  I    0.1
                         I   1.0  I   0.0  I   0.1  I   0.0  I
                         I   0.1  I   0.0  I   0.0  I   0.0  I
                        -I--------I--------I--------I--------I
                 COLUMN      195     1584     1301      787      3867
                 TOTAL       5.0     41.0     33.6     20.4     100.0

    NUMBER OF MISSING OBSERVATIONS =        19
```

*The response code "5" was not explained in the information received from NES.

Table IV-20

Relationship Between Type of House (Item 6) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
             COUNT   I
             ROW PCT IELEMENTA HIGH SCH COLLEGE   DON'T KN   ROW
             COL PCT IRY       OOL                OW         TOTAL
             TOT PCT I    1.00I    2.00I    3.00I    4.00I
            --------I--------I--------I--------I--------I
              1.00  I    94  I  1696  I   866  I   467  I   3123
 SINGLE FAM         I   3.0  I  54.3  I  27.7  I  15.0  I   80.7
                    I  59.5  I  79.1  I  91.4  I  75.3  I
                    I   2.4  I  43.8  I  22.4  I  12.1  I
                   -I--------I--------I--------I--------I
              2.00  I    46  I   331  I    57  I   105  I    539
 MULT FAM           I   8.5  I  61.4  I  10.6  I  19.5  I   13.9
                    I  29.1  I  15.4  I   6.0  I  16.9  I
                    I   1.2  I   8.6  I   1.5  I   2.7  I
                   -I--------I--------I--------I--------I
              3.00  I    15  I   107  I    22  I    44  I    188
 APT                I   8.0  I  56.9  I  11.7  I  23.4  I    4.9
                    I   9.5  I   5.0  I   2.3  I   7.1  I
                    I   0.4  I   2.8  I   0.6  I   1.1  I
                   -I--------I--------I--------I--------I
              4.00  I     2  I     7  I     2  I     4  I     15
 TRAILER            I  13.3  I  46.7  I  13.3  I  26.7  I    0.4
                    I   1.3  I   0.3  I   0.2  I   0.6  I
                    I   0.1  I   0.2  I   0.1  I   0.1  I
                   -I--------I--------I--------I--------I
              5.00* I     1  I     2  I     0  I     0  I      3
                    I  33.3  I  66.7  I   0.0  I   0.0  I    0.1
                    I   0.6  I   0.1  I   0.0  I   0.0  I
                    I   0.0  I   0.1  I   0.0  I   0.0  I
                   -I--------I--------I--------I--------I
            COLUMN        158     2143      947      620     3868
            TOTAL         4.1     55.4     24.5     16.0    100.0

 NUMBER OF MISSING OBSERVATIONS =      18
```

*The response code "5" was not explained in the information received from NES.

Table IV-21

Relationship Between Number of Rooms in House (Item 7) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

COUNT ROW PCT COL PCT TOT PCT	UNSKILLED 1.00	SEMI-SKI 2.00	SKILLED 3.00	CLERICAL 4.00	PROF 5.00	MGR OR OWNER 6.00	ENTERTAINMENT 8.00	DON'T KNOW 9.00	ROW TOTAL
2.00	1	0	1	0	0	0	0	2	4
	25.0	0.0	25.0	0.0	0.0	0.0	0.0	50.0	0.1
	0.7	0.0	0.1	0.0	0.0	0.0	0.0	0.2	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	
3.00	3	2	1	1	1	0	0	11	19
	15.8	10.5	5.3	5.3	5.3	0.0	0.0	57.9	0.5
	2.2	0.5	0.1	0.5	0.2	0.0	0.0	1.0	
	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.3	
4.00	6	5	18	5	4	5	0	57	100
	6.0	5.0	18.0	5.0	4.0	5.0	0.0	57.0	2.6
	4.3	1.2	2.1	2.4	0.8	1.0	0.0	4.9	
	0.2	0.1	0.5	0.1	0.1	0.1	0.0	1.5	
5.00	25	64	110	17	21	46	3	193	479
	5.2	13.4	23.0	3.5	4.4	9.6	0.6	40.3	12.5
	18.1	15.1	12.6	8.1	4.0	9.0	18.8	16.8	
	0.7	1.7	2.9	0.4	0.5	1.2	0.1	5.0	
6.00	34	119	198	42	71	78	4	262	808
	4.2	14.7	24.5	5.2	8.8	9.7	0.5	32.4	21.0
	24.6	28.1	22.7	20.0	13.7	15.3	25.0	22.7	
	0.9	3.1	5.2	1.1	1.8	2.0	0.1	6.8	
7.00	27	87	191	48	97	94	1	212	757
	3.6	11.5	25.2	6.3	12.8	12.4	0.1	28.0	19.7
	19.6	20.5	21.9	22.9	18.7	18.4	6.3	18.4	
	0.7	2.3	5.0	1.2	2.5	2.4	0.0	5.5	
8.00	21	66	154	36	93	93	3	177	643
	3.3	10.3	24.0	5.6	14.5	14.5	0.5	27.5	16.7
	15.2	15.6	17.7	17.1	17.9	18.2	18.8	15.4	
	0.5	1.7	4.0	0.9	2.4	2.4	0.1	4.6	
9.00 NINE OR MORE	21	81	199	61	232	194	5	238	1031
	2.0	7.9	19.3	5.9	22.5	18.8	0.5	23.1	26.8
	15.2	19.1	22.8	29.0	44.7	38.0	31.3	20.7	
	0.5	2.1	5.2	1.6	6.0	5.1	0.1	6.2	
COLUMN TOTAL	138	424	872	210	519	510	16	1152	3841
	3.6	11.0	22.7	5.5	13.5	13.3	0.4	30.0	100.0

NUMBER OF MISSING OBSERVATIONS = 45

Table IV-22

Relationship Between Number of Rooms in House (Item 7) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
  CCUNT  I
ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN    ROW
CCL PCT  ID                                           WNER     HOME     NMENT    OW         TOTAL
TCT PCT  I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    2.00 I     1  I     0  I     0  I     1  I     0  I     0  I     1  I     0  I     1  I      4
         I  25.0  I   0.0  I   0.0  I  25.0  I   0.0  I   0.0  I  25.0  I   0.0  I  25.0  I    0.1
         I   0.3  I   0.0  I   0.0  I   0.2  I   0.0  I   0.0  I   0.1  I   0.0  I   0.2  I
         I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    3.00 I     2  I     1  I     2  I     2  I     0  I     0  I     9  I     0  I     3  I     19
         I  10.5  I   5.3  I  10.5  I  10.5  I   0.0  I   0.0  I  47.4  I   0.0  I  15.8  I    0.5
         I   0.6  I   0.4  I   1.3  I   0.4  I   0.0  I   0.0  I   0.5  I   0.0  I   0.6  I
         I   0.1  I   0.0  I   0.1  I   0.1  I   0.0  I   0.0  I   0.2  I   0.0  I   0.1  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    4.00 I     9  I     5  I     6  I    13  I     5  I     2  I    33  I     0  I    28  I    101
         I   8.9  I   5.0  I   5.9  I  12.9  I   5.0  I   2.0  I  32.7  I   0.0  I  27.7  I    2.6
         I   2.5  I   2.0  I   3.9  I   2.3  I   1.6  I   2.7  I   2.0  I   0.0  I   5.5  I
         I   0.2  I   0.1  I   0.2  I   0.3  I   0.1  I   0.1  I   0.9  I   0.0  I   0.7  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    5.00 I    70  I    42  I    19  I    70  I     8  I     8  I   197  I     0  I    71  I    485
         I  14.4  I   8.7  I   3.9  I  14.4  I   1.6  I   1.6  I  40.6  I   0.0  I  14.6  I   12.5
         I  19.6  I  17.1  I  12.3  I  12.6  I   2.5  I  11.0  I  12.0  I   0.0  I  14.0  I
         I   1.8  I   1.1  I   0.5  I   1.8  I   0.2  I   0.2  I   5.1  I   0.0  I   1.8  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    6.00 I    98  I    53  I    31  I   120  I    45  I    11  I   343  I     1  I   114  I    816
         I  12.0  I   6.5  I   3.8  I  14.7  I   5.5  I   1.3  I  42.0  I   0.1  I  14.0  I   21.1
         I  27.5  I  21.6  I  20.1  I  21.6  I  14.1  I  15.1  I  20.8  I  10.0  I  22.5  I
         I   2.5  I   1.4  I   0.8  I   3.1  I   1.2  I   0.3  I   8.9  I   0.0  I   2.9  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    7.00 I    71  I    57  I    37  I   111  I    66  I    15  I   310  I     1  I    92  I    760
         I   9.3  I   7.5  I   4.9  I  14.6  I   8.7  I   2.0  I  40.8  I   0.1  I  12.1  I   19.6
         I  19.9  I  23.3  I  24.0  I  20.0  I  20.6  I  20.5  I  18.8  I  10.0  I  18.2  I
         I   1.8  I   1.5  I   1.0  I   2.9  I   1.7  I   0.4  I   8.0  I   0.0  I   2.4  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    8.00 I    48  I    49  I    26  I    97  I    65  I    12  I   274  I     5  I    72  I    648
         I   7.4  I   7.6  I   4.0  I  15.0  I  10.0  I   1.9  I  42.3  I   0.8  I  11.1  I   16.8
         I  13.4  I  20.0  I  16.9  I  17.5  I  20.3  I  16.4  I  16.6  I  50.0  I  14.2  I
         I   1.2  I   1.3  I   0.7  I   2.5  I   1.7  I   0.3  I   7.1  I   0.1  I   1.9  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    9.00 I    58  I    38  I    33  I   141  I   131  I    25  I   481  I     3  I   125  I   1035
NINE OR MORE I 5.6 I  3.7  I   3.2  I  13.6  I  12.7  I   2.4  I  46.5  I   0.3  I  12.1  I   26.8
         I  16.2  I  15.5  I  21.4  I  25.4  I  40.9  I  34.2  I  29.2  I  30.0  I  24.7  I
         I   1.5  I   1.0  I   0.9  I   3.6  I   3.4  I   0.6  I  12.4  I   0.1  I   3.2  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  CCLUMN      357      245      154      555      320       73     1648       10      506     3868
   TOTAL      9.2      6.3      4.0     14.3      8.3      1.9     42.6      0.3     13.1    100.0

NUMBER OF MISSING OBSERVATIONS =      18
```

Table IV-23

Relationship Between Number of Rooms in House (Item 7) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
        COUNT   I
      ROW PCT   IELEMENTA HIGH SCH COLLEGE  DON'T KN    ROW
      COL PCT   IRY       OOL                OW         TOTAL
      TOT PCT   I    1.00I    2.00I    3.00I    4.00I
      --------I--------I--------I--------I--------I
         2.00   I     1  I     1  I     0  I     1  I      3
                I  33.3  I  33.3  I   0.0  I  33.3  I    0.1
                I   0.5  I   0.1  I   0.0  I   0.1  I
                I   0.0  I   0.0  I   0.0  I   0.0  I
              -I--------I--------I--------I--------I
         3.00   I     1  I     9  I     3  I     6  I     19
                I   5.3  I  47.4  I  15.8  I  31.6  I    0.5
                I   0.5  I   0.6  I   0.2  I   0.8  I
                I   0.0  I   0.2  I   0.1  I   0.2  I
              -I--------I--------I--------I--------I
         4.00   I    11  I    31  I    11  I    47  I    100
                I  11.0  I  31.0  I  11.0  I  47.0  I    2.6
                I   5.6  I   2.0  I   0.8  I   6.0  I
                I   0.3  I   0.8  I   0.3  I   1.2  I
              -I--------I--------I--------I--------I
         5.00   I    45  I   233  I    77  I   130  I    485
                I   9.3  I  48.0  I  15.9  I  26.8  I   12.6
                I  23.1  I  14.7  I   5.9  I  16.5  I
                I   1.2  I   6.0  I   2.0  I   3.4  I
              -I--------I--------I--------I--------I
         6.00   I    51  I   388  I   180  I   195  I    814
                I   6.3  I  47.7  I  22.1  I  24.0  I   21.1
                I  26.2  I  24.6  I  13.9  I  24.8  I
                I   1.3  I  10.1  I   4.7  I   5.1  I
              -I--------I--------I--------I--------I
         7.00   I    29  I   309  I   263  I   158  I    758
                I   3.8  I  40.6  I  34.7  I  20.8  I   19.7
                I  14.9  I  19.5  I  20.3  I  20.1  I
                I   0.8  I   8.0  I   6.8  I   4.1  I
              -I--------I--------I--------I--------I
         8.00   I    28  I   253  I   261  I   104  I    646
                I   4.3  I  39.2  I  40.4  I  16.1  I   16.7
                I  14.4  I  16.0  I  20.1  I  13.2  I
                I   0.7  I   6.6  I   6.8  I   2.7  I
              -I--------I--------I--------I--------I
         9.00   I    29  I   357  I   501  I   145  I   1032
 NINE OR MORE   I   2.8  I  34.6  I  48.5  I  14.1  I   26.8
                I  14.9  I  22.6  I  38.7  I  18.4  I
                I   0.8  I   9.3  I  13.0  I   3.8  I
              -I--------I--------I--------I--------I
       COLUMN        195     1580     1296      786      3857
        TOTAL        5.1     41.0     33.6     20.4     100.0

NUMBER OF MISSING OBSERVATIONS =     29
```

Table IV-24

Relationship Between Number of Rooms in House (Item 7) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
         COUNT  I
       ROW PCT  IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
       COL PCT  IRY       OOL                OW        TOTAL
       TOT PCT  I    1.00I    2.00I    3.00I    4.00I
       --------I--------I--------I--------I--------I
          2.00  I      1  I      1  I      0  I      1  I      3
                I   33.3  I   33.3  I    0.0  I   33.3  I    0.1
                I    0.6  I    0.0  I    0.0  I    0.2  I
                I    0.0  I    0.0  I    0.0  I    0.0  I
               -I--------I--------I--------I--------I
          3.00  I      3  I     10  I      5  I      1  I     19
                I   15.8  I   52.6  I   26.3  I    5.3  I    0.5
                I    1.9  I    0.5  I    0.5  I    0.2  I
                I    0.1  I    0.3  I    0.1  I    0.0  I
               -I--------I--------I--------I--------I
          4.00  I     11  I     48  I     16  I     24  I     99
                I   11.1  I   48.5  I   16.2  I   24.2  I    2.6
                I    7.0  I    2.2  I    1.7  I    3.9  I
                I    0.3  I    1.2  I    0.4  I    0.6  I
               -I--------I--------I--------I--------I
          5.00  I     30  I    300  I     58  I     95  I    483
                I    6.2  I   62.1  I   12.0  I   19.7  I   12.5
                I   19.1  I   14.0  I    6.1  I   15.3  I
                I    0.8  I    7.8  I    1.5  I    2.5  I
               -I--------I--------I--------I--------I
          6.00  I     41  I    501  I    135  I    138  I    815
                I    5.0  I   61.5  I   16.6  I   16.9  I   21.1
                I   26.1  I   23.4  I   14.3  I   22.3  I
                I    1.1  I   13.0  I    3.5  I    3.6  I
               -I--------I--------I--------I--------I
          7.00  I     27  I    439  I    165  I    127  I    758
                I    3.6  I   57.9  I   21.8  I   16.8  I   19.6
                I   17.2  I   20.5  I   17.5  I   20.5  I
                I    0.7  I   11.4  I    4.3  I    3.3  I
               -I--------I--------I--------I--------I
          8.00  I     18  I    361  I    184  I     84  I    647
                I    2.8  I   55.8  I   28.4  I   13.0  I   16.8
                I   11.5  I   16.9  I   19.5  I   13.6  I
                I    0.5  I    9.4  I    4.8  I    2.2  I
               -I--------I--------I--------I--------I
          9.00  I     26  I    478  I    381  I    149  I   1034
  NINE OR MORE  I    2.5  I   46.2  I   36.8  I   14.4  I   26.8
                I   16.6  I   22.4  I   40.4  I   24.1  I
                I    0.7  I   12.4  I    9.9  I    3.9  I
               -I--------I--------I--------I--------I
        COLUMN       157      2139       944       619     3858
         TOTAL       4.1      55.4      24.5      16.0    100.0

NUMBER OF MISSING OBSERVATIONS =       28
```

Table IV-25

Relationship Between Availability of Encyclopedia or Dictionary in the Home (Item 8) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
          COUNT   I
        ROW PCT   IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O ENTERTAI DON'T KN   ROW
        COL PCT   ID                                            WNER     NMENT    OW         TOTAL
        TOT PCT   I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
        --------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00   I   132  I   416  I   861  I   207  I   517  I   511  I    16  I  1118  I  3778
  YES             I   3.5  I  11.0  I  22.8  I   5.5  I  13.7  I  13.5  I   0.4  I  29.6  I  98.1
                  I  95.7  I  97.9  I  98.5  I  98.6  I  99.6  I 100.0  I 100.0  I  96.4  I
                  I   3.4  I  10.8  I  22.3  I   5.4  I  13.4  I  13.3  I   0.4  I  29.0  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00   I     6  I     9  I    13  I     3  I     2  I     0  I     0  I    42  I    75
  NO              I   8.0  I  12.0  I  17.3  I   4.0  I   2.7  I   0.0  I   0.0  I  56.0  I   1.9
                  I   4.3  I   2.1  I   1.5  I   1.4  I   0.4  I   0.0  I   0.0  I   3.6  I
                  I   0.2  I   0.2  I   0.3  I   0.1  I   0.1  I   0.0  I   0.0  I   1.1  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN       138      425      874      210      519      511       16     1160     3853
         TOTAL        3.6     11.0     22.7      5.5     13.5     13.3      0.4     30.1    100.0

NUMBER OF MISSING OBSERVATIONS =        33
```

Table IV-26

Relationship Between Availability of Encyclopedia or Dictionary in the Home (Item 8) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
         COUNT   I
       ROW PCT   IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN    ROW
       COL PCT   ID                                           WNER     HOME     NMENT    CW         TOTAL
       TOT PCT   I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
                 --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          1.00   I   347  I   240  I   151  I   554  I   314  I    72  I  1619  I    10  I   499  I   3806
YES              I   9.1  I   6.3  I   4.0  I  14.6  I   8.3  I   1.9  I  42.5  I   0.3  I  13.1  I   98.1
                 I  96.7  I  98.0  I  98.7  I  98.9  I  98.4  I  98.6  I  98.1  I 100.0  I  97.5  I
                 I   8.9  I   6.2  I   3.9  I  14.3  I   8.1  I   1.9  I  41.7  I   0.3  I  12.9  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          2.00   I    12  I     5  I     2  I     6  I     5  I     1  I    31  I     0  I    13  I     75
NO               I  16.0  I   6.7  I   2.7  I   8.0  I   6.7  I   1.3  I  41.3  I   0.0  I  17.3  I    1.9
                 I   3.3  I   2.0  I   1.3  I   1.1  I   1.6  I   1.4  I   1.9  I   0.0  I   2.5  I
                 I   0.3  I   0.1  I   0.1  I   0.2  I   0.1  I   0.0  I   0.8  I   0.0  I   0.3  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
        COLUMN       359      245      153      560      319       73     1650       10      512     3881
         TOTAL       9.2      6.3      3.9     14.4      8.2      1.9     42.5      0.3     13.2    100.0

UMBER OF MISSING OBSERVATIONS =        5
```

Table IV-27

Relationship Between Availability of Encyclopedia or Dictionary in the Home (Item 8) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
             COUNT   I
             ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
             COL PCT IRY       OOL               OW         TOTAL
             TOT PCT I    1.00I    2.00I    3.00I    4.00I
             --------I--------I--------I--------I--------I
              1.00   I   184  I  1562  I  1289  I   759  I  3794
   YES               I   4.8  I  41.2  I  34.0  I  20.0  I  98.1
                     I  93.9  I  98.6  I  99.2  I  96.3  I
                     I   4.8  I  40.4  I  33.3  I  19.6  I
                    -I--------I--------I--------I--------I
              2.00   I    12  I    22  I    11  I    29  I    74
   NO                I  16.2  I  29.7  I  14.9  I  39.2  I   1.9
                     I   6.1  I   1.4  I   0.8  I   3.7  I
                     I   0.3  I   0.6  I   0.3  I   0.7  I
                    -I--------I--------I--------I--------I
            COLUMN        196     1594     1300      788     3868
             TOTAL        5.1     41.0     33.6     20.4    100.0

NUMBER OF MISSING OBSERVATIONS =       18
```

Table IV-28

Relationship Between Availability of Encyclopedia or Dictionary in the Home (Item 8) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
                COUNT   I
              ROW PCT   IELEMENTA  HIGH SCH  COLLEGE   DON'T KN    ROW
              COL PCT   IRY        OOL                 OW          TOTAL
              TOT PCT   I   1.00I     2.00I     3.00I     4.00I
              ----------I--------I--------I--------I--------I
                 1.00   I   147  I   2115  I   938  I   594  I   3794
   YES                  I   3.9  I   55.7  I  24.7  I  15.7  I   98.1
                        I  93.0  I   98.6  I  99.2  I  95.8  I
                        I   3.8  I   54.7  I  24.2  I  15.4  I
                       -I--------I--------I--------I--------I
                 2.00   I    11  I     30  I     8  I    26  I     75
   NO                   I  14.7  I   40.0  I  10.7  I  34.7  I    1.9
                        I   7.0  I    1.4  I   0.8  I   4.2  I
                        I   0.3  I    0.8  I   0.2  I   0.7  I
                       -I--------I--------I--------I--------I
               COLUMN       158      2145      946       620      3869
                TOTAL       4.1      55.4     24.5      16.0     100.0

NUMBER OF MISSING OBSERVATIONS =        17
```

Table IV-29

Relationship Between Availability of Newspapers or Magazines in the House (Item 9) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
              COUNT   I
              ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O ENTERTAI DON'T KN   ROW
              COL PCT ID                                          WNER     NMENT    OW         TOTAL
              TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
              --------I--------I--------I--------I--------I--------I--------I--------I--------I
                 1.00 I   133  I   415  I   859  I   208  I   517  I   510  I    15  I  1132  I   3789
      YES             I   3.5  I  11.0  I  22.7  I   5.5  I  13.6  I  13.5  I   0.4  I  29.9  I   98.3
                      I  96.4  I  97.6  I  98.4  I  99.0  I  99.8  I  99.4  I  93.8  I  97.6  I
                      I   3.5  I  10.8  I  22.3  I   5.4  I  13.4  I  13.2  I   0.4  I  29.4  I
                     -I--------I--------I--------I--------I--------I--------I--------I--------I
                 2.00 I     5  I    10  I    14  I     2  I     1  I     3  I     1  I    28  I     64
      NO              I   7.8  I  15.6  I  21.9  I   3.1  I   1.6  I   4.7  I   1.6  I  43.8  I    1.7
                      I   3.6  I   2.4  I   1.6  I   1.0  I   0.2  I   0.6  I   6.3  I   2.4  I
                      I   0.1  I   0.3  I   0.4  I   0.1  I   0.0  I   0.1  I   0.0  I   0.7  I
                     -I--------I--------I--------I--------I--------I--------I--------I--------I
               COLUMN      138      425      873      210      518      513       16     1160     3853
                TOTAL      3.6     11.0     22.7      5.5     13.4     13.3      0.4     30.1    100.0

NUMBER OF MISSING OBSERVATIONS =       33
```

Table IV-30

Relationship Between Availability of Newspapers or Magazines in the House (Item 9) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
         COUNT   I
         ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN    ROW
         COL PCT ID                                            WNER     HOME     NMENT    OW          TOTAL
         TOT PCT I     1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
         --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00 I   350  I   238  I   152  I   555  I   316  I    72  I  1617  I    10  I   503  I   3813
YES              I   9.2  I   6.2  I   4.0  I  14.6  I   8.3  I   1.9  I  42.4  I   0.3  I  13.2  I   98.2
                 I  97.5  I  97.1  I  98.7  I  99.1  I  98.8  I  98.6  I  98.1  I 100.0  I  98.2  I
                 I   9.0  I   6.1  I   3.9  I  14.3  I   8.1  I   1.9  I  41.7  I   0.3  I  13.0  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00 I     9  I     7  I     2  I     5  I     4  I     1  I    31  I     0  I     9  I     68
NO               I  13.2  I  10.3  I   2.9  I   7.4  I   5.9  I   1.5  I  45.6  I   0.0  I  13.2  I    1.8
                 I   2.5  I   2.9  I   1.3  I   0.9  I   1.3  I   1.4  I   1.9  I   0.0  I   1.8  I
                 I   0.2  I   0.2  I   0.1  I   0.1  I   0.1  I   0.0  I   0.8  I   0.0  I   0.2  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN      359      245      154      560      320       73     1648       10      512     3881
          TOTAL       9.3      6.3      4.0     14.4      8.2      1.9     42.5      0.3     13.2    100.0

NUMBER OF MISSING OBSERVATIONS =        5
```

Table IV-31

Relationship Between Availability of Newspapers or Magazines in the House (Item 9) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
               COUNT   I
               ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN     ROW
               COL PCT IRY       OOL                OW          TOTAL
               TOT PCT I     1.00I     2.00I     3.00I     4.00I
               --------I--------I--------I--------I--------I
                1.00   I   188  I  1574  I  1292  I   747  I   3801
      YES              I   4.9  I  41.4  I  34.0  I  19.7  I   98.3
                       I  95.9  I  99.4  I  99.4  I  94.8  I
                       I   4.9  I  40.7  I  33.4  I  19.3  I
                      -I--------I--------I--------I--------I
                2.00   I     8  I    10  I     8  I    41  I     67
      NO               I  11.9  I  14.9  I  11.9  I  61.2  I    1.7
                       I   4.1  I   0.6  I   0.6  I   5.2  I
                       I   0.2  I   0.3  I   0.2  I   1.1  I
                      -I--------I--------I--------I--------I
               COLUMN     196     1584      1300      788      3868
               TOTAL      5.1     41.0      33.6     20.4     100.0

      NUMBER OF MISSING OBSERVATIONS =       18
```

Table IV-32

Relationship Between Availability of Newspapers or Magazines in the House (Item 9) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
                  CCUNT  I
                RCW PCT  IELEMENTA HIGH SCH COLLEGE  DON'T KN    ROW
                COL PCT  IRY       OOL               OW          TOTAL
                TOT PCT  I    1.00I    2.00I    3.00I    4.00I
                 --------I--------I--------I--------I--------I
                   1.00  I   148  I  2117  I   938  I   599  I   3802
    YES                  I   3.9  I  55.7  I  24.7  I  15.8  I   98.3
                         I  94.3  I  98.7  I  99.0  I  96.6  I
                         I   3.8  I  54.7  I  24.2  I  15.5  I
                        -I--------I--------I--------I--------I
                   2.00  I     9  I    28  I     9  I    21  I     67
    NO                   I  13.4  I  41.8  I  13.4  I  31.3  I    1.7
                         I   5.7  I   1.3  I   1.0  I   3.4  I
                         I   0.2  I   0.7  I   0.2  I   0.5  I
                        -I--------I--------I--------I--------I
                 CCLUMN      157      2145      947      620      3869
                  TOTAL      4.1      55.4     24.5     16.0     100.0

NUMBER OF MISSING OBSERVATIONS =       17
```

Table IV-33

Relationship Between Number of Books in the Home (Item 10) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
             COUNT   I
             ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O ENTERTAI DON'T KN   ROW
             COL PCT ID                                            WNER     NMENT    OW         TOTAL
             TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
             --------I--------I--------I--------I--------I--------I--------I--------I--------I
                1.00 I     4  I     8  I    12  I     1  I     0  I     1  I     0  I    22  I     48
LESS THAN 10         I   8.3  I  16.7  I  25.0  I   2.1  I   0.0  I   2.1  I   0.0  I  45.8  I    1.2
                     I   2.9  I   1.9  I   1.4  I   0.5  I   0.0  I   0.2  I   0.0  I   1.9  I
                     I   0.1  I   0.2  I   0.3  I   0.0  I   0.0  I   0.0  I   0.0  I   0.6  I
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                2.00 I    23  I    40  I    75  I    12  I     7  I    20  I     3  I   108  I    288
10-25                I   8.0  I  13.9  I  26.0  I   4.2  I   2.4  I   6.9  I   1.0  I  37.5  I    7.5
                     I  16.7  I   9.4  I   8.6  I   5.7  I   1.3  I   3.9  I  18.8  I   9.3  I
                     I   0.6  I   1.0  I   1.9  I   0.3  I   0.2  I   0.5  I   0.1  I   2.8  I
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                3.00 !    56  I   171  I   313  I    64  I    83  I   120  I     8  I   447  I   1262
26-100               I   4.4  I  13.5  I  24.8  !   5.1  I   6.6  I   9.5  I   0.6  I  35.4  I   32.7
                     I  40.6  I  40.2  I  35.8  I  30.5  I  16.0  I  23.4  I  50.0  I  38.5  I
                     I   1.5  I   4.4  !   8.1  I   1.7  I   2.2  I   3.1  I   0.2  I  11.6  I
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                4.00 I    55  I   206  I   475  I   133  I   429  I   372  I     5  I   584  I   2259
> 100                I   2.4  I   9.1  I  21.0  I   5.9  I  19.0  I  16.5  I   0.2  I  25.9  I   58.6
                     !  39.9  I  48.5  I  54.3  I  63.3  I  82.7  I  72.5  I  31.3  I  50.3  I
                     I   1.4  I   5.3  I  12.3  I   3.4  I  11.1  I   9.6  I   0.1  !  15.1  I
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
              COLUMN     138      425      875      210      519      513       16     1161     3857
               TOTAL     3.6     11.0     22.7      5.4     13.5     13.3      0.4     30.1    100.0

NUMBER OF MISSING OBSERVATIONS =       29
```

Table IV-34

Relationship Between Number of Books in the Home (Item 10) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
         COUNT  I
        ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN    ROW
        COL PCT ID                                            WNER     HOME     NMENT    OW         TOTAL
        TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
       ---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00 I      6 I      4 I      1 I      0 I      3 I      1 I     22 I      0 I     11 I
LESS THAN 10    I   12.5 I    8.3 I    2.1 I    0.0 I    6.3 I    2.1 I   45.8 I    0.0 I   22.9 I     48
                I    1.7 I    1.6 I    0.6 I    0.0 I    0.9 I    1.4 I    1.3 I    0.0 I    2.1 I    1.2
                I    0.2 I    0.1 I    0.0 I    0.0 I    0.1 I    0.0 I    0.6 I    0.0 I    0.3 I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00 I     39 I     19 I      7 I     27 I      8 I      3 I    131 I      0 I     59 I
10-25           I   13.3 I    6.5 I    2.4 I    9.2 I    2.7 I    1.0 I   44.7 I    0.0 I   20.1 I    293
                I   10.9 I    7.8 I    4.5 I    4.8 I    2.5 I    4.1 I    7.9 I    0.0 I   11.5 I    7.5
                I    1.0 I    0.5 I    0.2 I    0.7 I    0.2 I    0.1 I    3.4 I    0.0 I    1.5 I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           3.00 I    147 I    108 I     56 I    193 I     49 I     18 I    512 I      2 I    187 I
26-100          I   11.6 I    8.5 I    4.4 I   15.2 I    3.9 I    1.4 I   40.3 I    0.2 I   14.7 I   1272
                I   40.9 I   44.1 I   36.4 I   34.5 I   15.3 I   24.7 I   31.0 I   20.0 I   36.5 I   32.7
                I    3.8 I    2.8 I    1.4 I    5.0 I    1.3 I    0.5 I   13.2 I    0.1 I    4.8 I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           4.00 I    167 I    114 I     90 I    340 I    260 I     51 I    987 I      8 I    255 I
> 100           I    7.4 I    5.0 I    4.0 I   15.0 I   11.4 I    2.2 I   43.4 I    0.4 I   11.2 I   2272
                I   46.5 I   46.5 I   58.4 I   60.7 I   81.3 I   69.9 I   59.7 I   80.0 I   49.8 I   58.5
                I    4.3 I    2.9 I    2.3 I    8.8 I    6.7 I    1.3 I   25.4 I    0.2 I    6.6 I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      359      245      154      560      320       73     1652       10      512     3885
          TOTAL      9.2      6.3      4.0     14.4      8.2      1.9     42.5      0.3     13.2    100.0

UMBER OF MISSING OBSERVATIONS =        1
```

Table IV-35

Relationship Between Number of Books in the Home (Item 10) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
                 COUNT   I
                 ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
                 COL PCT IRY       OOL               OW         TOTAL
                 TOT PCT I   1.00I    2.00I    3.00I    4.00I
                 --------I--------I--------I--------I--------I
                    1.00 I     5  I    16  I     3  I    24  I     48
LESS THAN 10             I  10.4  I  33.3  I   6.3  I  50.0  I    1.2
                         I   2.6  I   1.0  I   0.2  I   3.0  I
                         I   0.1  I   0.4  I   0.1  I   0.6  I
                        -I--------I--------I--------I--------I
                    2.00 I    26  I   138  I    33  I    96  I    293
10-25                    I   8.9  I  47.1  I  11.3  I  32.8  I    7.6
                         I  13.3  I   8.7  I   2.5  I  12.2  I
                         I   0.7  I   3.6  I   0.9  I   2.5  I
                        -I--------I--------I--------I--------I
                    3.00 I    87  I   595  I   282  I   304  I   1268
26-100                   I   6.9  I  46.9  I  22.2  I  24.0  I   32.7
                         I  44.4  I  37.5  I  21.7  I  38.6  I
                         I   2.2  I  15.4  I   7.3  I   7.9  I
                        -I--------I--------I--------I--------I
                    4.00 I    78  I   837  I   984  I   364  I   2263
> 100                    I   3.4  I  37.0  I  43.5  I  16.1  I   58.4
                         I  39.8  I  52.8  I  75.6  I  46.2  I
                         I   2.0  I  21.6  I  25.4  I   9.4  I
                        -I--------I--------I--------I--------I
                 COLUMN      196     1586     1302      788      3872
                 TOTAL       5.1     41.0     33.6     20.4     100.0

NUMBER OF MISSING OBSERVATIONS =      14
```

Table IV-36

Relationship Between Number of Books in the Home (Item 10) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
             COUNT   I
             ROW PCT IELEMENTA HIGH SCH COLLEGE   DON'T KN   ROW
             COL PCT IRY       OOL                OW         TOTAL
             TOT PCT I    1.00I    2.00I    3.00I    4.00I
             --------I--------I--------I--------I--------I
                1.00 I     6  I    22  I     3  I    17  I     48
LESS THAN 10         I  12.5  I  45.8  I   6.3  I  35.4  I    1.2
                     I   3.8  I   1.0  I   0.3  I   2.7  I
                     I   0.2  I   0.6  I   0.1  I   0.4  I
                    -I--------I--------I--------I--------I
                2.00 I    26  I   169  I    24  I    73  I    292
10-25                I   8.9  I  57.9  I   8.2  I  25.0  I    7.5
                     I  16.5  I   7.9  I   2.5  I  11.8  I
                     I   0.7  I   4.4  I   0.6  I   1.9  I
                    -I--------I--------I--------I--------I
                3.00 I    75  I   777  I   192  I   222  I   1266
26-100               I   5.9  I  61.4  I  15.2  I  17.5  I   32.7
                     I  47.5  I  36.2  I  20.3  I  35.8  I
                     I   1.9  I  20.1  I   5.0  I   5.7  I
                    -I--------I--------I--------I--------I
                4.00 I    51  I  1179  I   729  I   308  I   2267
> 100                I   2.2  I  52.0  I  32.2  I  13.6  I   58.5
                     I  32.3  I  54.9  I  76.9  I  49.7  I
                     I   1.3  I  30.4  I  18.8  I   8.0  I
                    -I--------I--------I--------I--------I
              COLUMN     158     2147      948      620      3873
              TOTAL      4.1     55.4     24.5     16.0     100.0

NUMBER OF MISSING OBSERVATIONS =        13
```

Table IV-37

Relationship Between Student Interest in Books (Item 11) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
          COUNT  I
        ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O ENTERTAI DON'T KN   ROW
        COL PCT  ID                                             WNER     NMENT    OW        TOTAL
        TOT PCT  I   1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
        ---------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00  I   121  I   381  I   784  I   187  I   493  I   476  I    13  I   997  I
YES              I   3.5  I  11.0  I  22.7  I   5.4  I  14.3  I  13.8  I   0.4  I  28.9  I  3452
                 I  87.7  I  89.9  I  89.7  I  89.0  I  95.2  I  92.8  I  81.3  I  86.0  I  89.6
                 I   3.1  I   9.9  I  20.4  I   4.9  I  12.8  I  12.4  I   0.3  I  25.9  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00  I    17  I    43  I    90  I    23  I    25  I    37  I     3  I   162  I
NO               I   4.3  I  10.8  I  22.5  I   5.8  I   6.3  I   9.3  I   0.8  I  40.5  I   400
                 I  12.3  I  10.1  I  10.3  I  11.0  I   4.8  I   7.2  I  18.8  I  14.0  I  10.4
                 I   0.4  I   1.1  I   2.3  I   0.6  I   0.6  I   1.0  I   0.1  I   4.2  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      138      424      874      210      518      513       16     1159     3852
          TOTAL      3.6     11.0     22.7      5.5     13.4     13.3      0.4     30.1    100.0

NUMBER OF MISSING OBSERVATIONS =       34
```

Table IV-38

Relationship Between Student Interest in Books (Item 11) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
         COUNT    I
         ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
         COL PCT  ID                                            WNER     HOME     NMENT    OW         TOTAL
         TOT PCT  I   1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
         ---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00  I   329  I   210  I   133  I   505  I   293  I    67  I  1492  I    10  I   438  I  3477
YES               I   9.5  I   6.0  I   3.8  I  14.5  I   8.4  I   1.9  I  42.9  I   0.3  I  12.6  I  89.6
                  I  91.6  I  85.7  I  87.5  I  90.2  I  91.6  I  91.8  I  90.5  I 100.0  I  85.7  I
                  I   8.5  I   5.4  I   3.4  I  13.0  I   7.6  I   1.7  I  38.5  I   0.3  I  11.3  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00  I    30  I    35  I    19  I    55  I    27  I     6  I   157  I     0  I    73  I   402
NO                I   7.5  I   8.7  I   4.7  I  13.7  I   6.7  I   1.5  I  39.1  I   0.0  I  18.2  I  10.4
                  I   8.4  I  14.3  I  12.5  I   9.8  I   8.4  I   8.2  I   9.5  I   0.0  I  14.3  I
                  I   0.8  I   0.9  I   0.5  I   1.4  I   0.7  I   0.2  I   4.0  I   0.0  I   1.9  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN       359      245      152      560      320       73     1649       10      511     3879
          TOTAL       9.3      6.3      3.9     14.4      8.2      1.9     42.5      0.3     13.2    100.0

NUMBER OF MISSING OBSERVATIONS =        7
```

Table IV-39

Relationship Between Student Interest in Books (Item 11) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
                 COUNT   I
                 ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN  ROW
                 COL PCT IRY       OOL               OW        TOTAL
                 TOT PCT I    1.00I    2.00I    3.00I    4.00I
                 --------I--------I--------I--------I--------I
                   1.00  I   165  I  1420  I  1215  I   668  I  3468
  YES                    I   4.8  I  40.9  I  35.0  I  19.3  I  89.7
                         I  84.2  I  89.7  I  93.3  I  85.1  I
                         I   4.3  I  36.7  I  31.4  I  17.3  I
                        -I--------I--------I--------I--------I
                   2.00  I    31  I   163  I    87  I   117  I   398
  NO                     I   7.9  I  41.0  I  21.9  I  29.4  I  10.3
                         I  15.8  I  10.3  I   6.7  I  14.9  I
                         I   0.8  I   4.2  I   2.3  I   3.0  I
                        -I--------I--------I--------I--------I
                 COLUMN      196     1583     1302      785     3866
                  TOTAL      5.1     40.9     33.7     20.3    100.0

NUMBER OF MISSING OBSERVATIONS =      20
```

Table IV-40

Relationship Between Student Interest in Books (Item 11) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3836

```
                  COUNT   I
                  ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
                  COL PCT IRY       OOL               OW         TOTAL
                  TOT PCT I    1.00I    2.00I    3.00I    4.00I
                  --------I--------I--------I--------I--------I
                     1.00 I   133  I  1917  I   886  I   533  I  3469
        YES               I   3.8  I  55.3  I  25.5  I  15.4  I  89.7
                          I  84.2  I  89.4  I  93.7  I  86.2  I
                          I   3.4  I  49.6  I  22.9  I  13.8  I
                         -I--------I--------I--------I--------I
                     2.00 I    25  I   228  I    60  I    85  I   398
        NO                I   6.3  I  57.3  I  15.1  I  21.4  I  10.3
                          I  15.8  I  10.6  I   6.3  I  13.8  I
                          I   0.6  I   5.9  I   1.6  I   2.2  I
                         -I--------I--------I--------I--------I
                   COLUMN      158      2145      946      618     3867
                    TOTAL      4.1      55.5     24.5     16.0    100.0

        NUMBER OF MISSING OBSERVATIONS =        19
```

Table IV-41

Relationship Between Student Possession of a Library Card (Item 12) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
         COUNT   I
         ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O ENTERTAI DON'T KN  ROW
         COL PCT ID                                            WNER     NMENT    OW        TOTAL
         TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
         --------I--------I--------I--------I--------I--------I--------I--------I--------I
          1.00   I    95  I   284  I   612  I   157  I   412  I   392  I    13  I   772  I  2737
YES              I   3.5  I  10.4  I  22.4  I   5.7  I  15.1  I  14.3  I   0.5  I  28.2  I  71.1
                 I  68.8  I  66.8  I  70.1  I  74.8  I  79.5  I  76.4  I  81.3  I  66.7  I
                 I   2.5  I   7.4  I  15.9  I   4.1  I  10.7  I  10.2  I   0.3  I  20.0  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
          2.00   I    43  I   141  I   261  I    53  I   106  I   121  I     3  I   386  I  1114
NO               I   3.9  I  12.7  I  23.4  I   4.8  I   9.5  I  10.9  I   0.3  I  34.6  I  28.9
                 I  31.2  I  33.2  I  29.9  I  25.2  I  20.5  I  23.6  I  18.8  I  33.3  I
                 I   1.1  I   3.7  I   6.8  I   1.4  I   2.8  I   3.1  I   0.1  I  10.0  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      138      425      873      210      518      513       16     1158     3851
         TOTAL       3.6     11.0     22.7      5.5     13.5     13.3      0.4     30.1    100.0

NUMBER OF MISSING OBSERVATIONS =      35
```

Table IV-42

Relationship Between Student Possession of a Library Card (Item 12) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
         COUNT   I
         ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN  ROW
         COL PCT ID                                           WNER     HOME     NMENT    OW        TOTAL
         TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
         --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00 I   252  I   167  I   108  I   443  I   251  I    53  I  1144  I     9  I   330  I  2757
YES              I   9.1  I   6.1  I   3.9  I  16.1  I   9.1  I   1.9  I  41.5  I   0.3  I  12.0  I  71.1
                 I  70.2  I  68.2  I  70.1  I  79.1  I  78.7  I  72.6  I  69.3  I  90.0  I  64.8  I
                 I   6.5  I   4.3  I   2.8  I  11.4  I   6.5  I   1.4  I  29.5  I   0.2  I   8.5  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00 I   107  I    73  I    46  I   117  I    68  I    20  I   506  I     1  I   179  I  1122
NO               I   9.5  I   7.0  I   4.1  I  10.4  I   6.1  I   1.8  I  45.1  I   0.1  I  16.0  I  28.9
                 I  29.8  I  31.8  I  29.9  I  20.9  I  21.3  I  27.4  I  30.7  I  10.0  I  35.2  I
                 I   2.8  I   2.0  I   1.2  I   3.0  I   1.8  I   0.5  I  13.0  I   0.0  I   4.6  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN     359      245      154      560      319       73     1650       10      509    3879
           TOTAL     9.3      6.3      4.0     14.4      8.2      1.9     42.5      0.3     13.1   100.0

UMBER OF MISSING OBSERVATIONS =        7
```

Table IV-43

Relationship Between Student Possession of a Library Card (Item 12) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
            COUNT   I
          ROW PCT   IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
          COL PCT   IRY       OOL                OW        TOTAL
          TOT PCT   I    1.00I    2.00I    3.00I    4.00I
         --------   I--------I--------I--------I--------I
             1.00   I   118  I  1116  I  1031  I   487  I   2752
   YES              I   4.3  I  40.6  I  37.5  I  17.7  I   71.2
                    I  60.2  I  70.5  I  79.3  I  61.9  I
                    I   3.1  I  28.9  I  26.7  I  12.6  I
                   -I--------I--------I--------I--------I
             2.00   I    78  I   467  I   269  I   300  I   1114
   NO               I   7.0  I  41.9  I  24.1  I  26.9  I   28.8
                    I  39.8  I  29.5  I  20.7  I  38.1  I
                    I   2.0  I  12.1  I   7.0  I   7.8  I
                   -I--------I--------I--------I--------I
           COLUMN        196     1583     1300      787     3866
            TOTAL        5.1     40.9     33.6     20.4    100.0

NUMBER OF MISSING OBSERVATIONS =      20
```

Table IV-44

Relationship Between Student Possession of a Library Card (Item 12) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
              COUNT    I
              ROW PCT  IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
              COL PCT  IRY       OOL               OW         TOTAL
              TOT PCT  I    1.00I    2.00I    3.00I    4.00I
              ---------I--------I--------I--------I--------I
                  1.00 I     88 I   1547 I    744 I    376 I   2755
YES                    I    3.2 I   56.2 I   27.0 I   13.6 I   71.2
                       I   55.7 I   72.2 I   78.6 I   60.7 I
                       I    2.3 I   40.0 I   19.2 I    9.7 I
                      -I--------I--------I--------I--------I
                  2.00 I     70 I    596 I    203 I    243 I   1112
NO                     I    6.3 I   53.6 I   18.3 I   21.9 I   28.8
                       I   44.3 I   27.8 I   21.4 I   39.3 I
                       I    1.8 I   15.4 I    5.[illegible] I    6.3 I
                      -I--------I--------I--------I--------I
              COLUMN        158     2143      947      619     3867
              TOTAL         4.1     55.4     24.5     16.0    100.0

NUMBER OF MISSING OBSERVATIONS =        19
```

Table IV-45

Relationship Between Parent Communication About School (Item 13) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
        COUNT   I
        ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O ENTERTAI DON'T KN   ROW
        COL PCT ID                                           WNER     NMENT    OW         TOTAL
        TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
        --------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00 I    50  I   213  I   461  I   107  I   332  I   319  I     8  I   519  I   2009
ALMOST EVERY DAY I   2.5  I  10.6  I  22.9  I   5.3  I  16.5  I  15.9  I   0.4  I  25.8  I   52.1
                 I  36.2  I  50.1  I  52.7  I  51.0  I  64.0  I  62.2  I  50.0  I  44.8  I
                 I   1.3  I   5.5  I  12.0  I   2.8  I   8.6  I   8.3  I   0.2  I  13.5  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00 I    75  I   178  I   347  I    94  I   168  I   170  I     5  I   528  I   1565
 ONCE IN A WHILE I   4.8  I  11.4  I  22.2  I   6.0  I  10.7  I  10.9  I   0.3  I  33.7  I   40.6
                 I  54.3  I  41.9  I  39.7  I  44.8  I  32.4  I  33.1  I  31.3  I  45.6  I
                 I   1.9  I   4.6  I   9.0  I   2.4  I   4.4  I   4.4  I   0.1  I  13.7  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
            3.00 I    13  I    34  I    67  I     9  I    19  I    24  I     3  I   112  I    281
ALMOST NEVER     I   4.6  I  12.1  I  23.8  I   3.2  I   6.8  I   8.5  I   1.1  I  39.9  I    7.3
                 I   9.4  I   8.0  I   7.7  I   4.3  I   3.7  I   4.7  I  18.8  I   9.7  I
                 I   0.3  I   0.9  I   1.7  I   0.2  I   0.5  I   0.6  I   0.1  I   2.9  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN     138      425      875      210      519      513       16     1159     3855
           TOTAL     3.6     11.0     22.7      5.4     13.5     13.3      0.4     30.1    100.0

NUMBER OF MISSING OBSERVATIONS =      31
```

Table IV-46

Relationship Between Parent Communication About School (Item 13) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

COUNT / ROW PCT / COL PCT / TOT PCT		UNSKILLED 1.00	SEMI-SKI 2.00	SKILLED 3.00	CLERICAL 4.00	PROF 5.00	MGR OR OWNER 6.00	STAYS AT HOME 7.00	ENTERTAINMENT 8.00	DON'T KNOW 9.00	ROW TOTAL
1.00 ALMOST EVERY DAY	COUNT	180	117	82	314	193	45	866	4	217	2018
	ROW PCT	8.9	5.8	4.1	15.6	9.6	2.2	42.9	0.2	10.8	52.0
	COL PCT	50.1	48.0	53.2	56.1	60.3	61.6	52.5	40.0	42.4	
	TOT PCT	4.6	3.0	2.1	8.1	5.0	1.2	22.3	0.1	5.6	
2.00 ONCE IN A WHILE	COUNT	165	98	61	220	111	23	648	6	249	1581
	ROW PCT	10.4	6.2	3.9	13.9	7.0	1.5	41.0	0.4	15.7	40.7
	COL PCT	46.0	40.2	39.6	39.3	34.7	31.5	39.2	60.0	48.6	
	TOT PCT	4.2	2.5	1.6	5.7	2.9	0.6	16.7	0.2	6.4	
3.00 ALMOST NEVER	COUNT	14	29	11	26	16	5	137	0	46	284
	ROW PCT	4.9	10.2	3.9	9.2	5.6	1.8	48.2	0.0	16.2	7.3
	COL PCT	3.9	11.9	7.1	4.6	5.0	6.8	8.3	0.0	9.0	
	TOT PCT	0.4	0.7	0.3	0.7	0.4	0.1	3.5	0.0	1.2	
COLUMN TOTAL		359	244	154	560	320	73	1651	10	512	3883
		9.2	6.3	4.0	14.4	8.2	1.9	42.5	0.3	13.2	100.0

NUMBER OF MISSING OBSERVATIONS = 3

Table IV-47

Relationship Between Parent Communication About School (Item 13) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
        COUNT   I
      ROW PCT   IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
      COL PCT   IRY       OOL                OW        TOTAL
      TOT PCT   I    1.00I    2.00I    3.00I    4.00I
      --------I--------I--------I--------I--------I
         1.00   I    73  I   845  I   800  I   294  I   2012
ALMOST EVERY DAY I   3.6 I  42.0  I  39.8  I  14.6  I   52.0
                I  37.2  I  53.3  I  61.4  I  37.4  I
                I   1.9  I  21.8  I  20.7  I   7.6  I
               -I--------I--------I--------I--------I
         2.00   I    96  I   637  I   444  I   401  I   1578
 ONCE IN A WHILE I   6.1 I  40.4  I  28.1  I  25.4  I   40.8
                I  49.0  I  40.2  I  34.1  I  51.0  I
                I   2.5  I  16.5  I  11.5  I  10.4  I
               -I--------I--------I--------I--------I
         3.00   I    27  I   103  I    58  I    92  I    280
 ALMOST NEVER   I   9.6  I  36.8  I  20.7  I  32.9  I    7.2
                I  13.8  I   6.5  I   4.5  I  11.7  I
                I   0.7  I   2.7  I   1.5  I   2.4  I
               -I--------I--------I--------I--------I
        COLUMN      196      1585     1302      787     3870
         TOTAL      5.1      41.0     33.6     20.3    100.0

NUMBER OF MISSING OBSERVATIONS =        16
```

Table IV-48

Relationship Between Parent Communication About School (Item 13) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
           COUNT  I
         ROW PCT  IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
         COL PCT  IRY       OOL               OW         TOTAL
         TOT PCT  I    1.00I    2.00I    3.00I    4.00I
         --------I--------I--------I--------I--------I
            1.00  I    60  I  1144  I   591  I   217  I   2012
ALMOST EVERY DAY  I   3.0  I  56.9  I  29.4  I  10.8  I   52.0
                  I  38.2  I  53.3  I  62.3  I  35.0  I
                  I   1.5  I  29.6  I  15.3  I   5.6  I
                 -I--------I--------I--------I--------I
            2.00  I    77  I   859  I   311  I   332  I   1579
 ONCE IN A WHILE  I   4.9  I  54.4  I  19.7  I  21.0  I   40.8
                  I  49.0  I  40.0  I  32.8  I  53.5  I
                  I   2.0  I  22.2  I   8.0  I   8.6  I
                 -I--------I--------I--------I--------I
            3.00  I    20  I   143  I    46  I    71  I    280
ALMOST NEVER      I   7.1  I  51.1  I  16.4  I  25.4  I    7.2
                  I  12.7  I   6.7  I   4.9  I  11.5  I
                  I   0.5  I   3.7  I   1.2  I   1.8  I
                 -I--------I--------I--------I--------I
          COLUMN      157     2146      948      620     3871
           TOTAL      4.1     55.4     24.5     16.0    100.0

NUMBER OF MISSING OBSERVATIONS =       15
```

Table IV-49

Relationship Between Parents' Assistance with School Work (Item 14) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
           COUNT   I
           ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O ENTERTAI DON'T KN   ROW
           COL PCT ID                                             WNER     NMENT    OW         TOTAL
           TOT PCT I     1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
           --------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00   I    51  I   181  I   412  I    94  I   259  I   260  I     7  I   523  I  1787
YES                I   2.9  I  10.1  I  23.1  I   5.3  I  14.5  I  14.5  I   0.4  I  29.3  I  46.5
                   I  37.5  I  42.6  I  47.3  I  45.0  I  50.1  I  50.9  I  43.8  I  45.3  I
                   I   1.3  I   4.7  I  10.7  I   2.4  I   6.7  I   6.8  I   0.2  I  13.6  I
                  -I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00   I    85  I   244  I   459  I   115  I   258  I   251  I     9  I   631  I  2052
NO                 I   4.1  I  11.9  I  22.4  I   5.6  I  12.6  I  12.2  I   0.4  I  30.8  I  53.5
                   I  62.5  I  57.4  I  52.7  I  55.0  I  49.9  I  49.1  I  56.3  I  54.7  I
                   I   2.2  I   6.4  I  12.0  I   3.0  I   6.7  I   6.5  I   0.2  I  16.4  I
                  -I--------I--------I--------I--------I--------I--------I--------I--------I
           COLUMN      136      425      871      209      517      511       16     1154     3839
           TOTAL       3.5     11.1     22.7      5.4     13.5     13.3      0.4     30.1    100.0

NUMBER OF MISSING OBSERVATIONS =       47
```

Table IV-50

Relationship Between Parents' Assistance with School Work (Item 14) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
   COUNT   I
 ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN    ROW
 COL PCT  ID                                          WNER     HOME     NMENT    OW          TOTA
 TOT PCT  I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
 ---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    1.00  I   162  I   111  I    72  I   267  I   162  I    35  I   771  I     4  I   220  I   180
YES       I   9.0  I   6.2  I   4.0  I  14.8  I   9.0  I   1.9  I  42.7  I   0.2  I  12.2  I   46.
          I  45.8  I  45.3  I  47.1  I  47.8  I  50.6  I  49.3  I  46.7  I  40.0  I  43.5  I
          I   4.2  I   2.9  I   1.9  I   6.9  I   4.2  I   0.9  I  19.9  I   0.1  I   5.7  I
         -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    2.00  I   192  I   134  I    81  I   291  I   158  I    36  I   879  I     6  I   286  I   206
NO        I   9.3  I   6.5  I   3.9  I  14.1  I   7.7  I   1.7  I  42.6  I   0.3  I  13.9  I   53.
          I  54.2  I  54.7  I  52.9  I  52.2  I  49.4  I  50.7  I  53.3  I  60.0  I  55.5  I
          I   5.0  I   3.5  I   2.1  I   7.5  I   4.1  I   0.9  I  22.7  I   0.2  I   7.4  I
         -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  COLUMN      354      245      153      558      320       71     1650       10      506     388
   TOTAL      9.2      6.3      4.0     14.4      8.3      1.8     42.7      0.3     13.1    100.

NUMBER OF MISSING OBSERVATIONS =       19
```

Table IV-51

Relationship Between Parents' Assistance with School Work (Item 14) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
              COUNT   I
              ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
              COL PCT IRY       OOL               OW        TOTAL
              TOT PCT I    1.00I    2.00I    3.00I    4.00I
              --------I--------I--------I--------I--------I
                 1.00 I    64  I   738  I   663  I   336  I  1801
      YES             I   3.6  I  41.0  I  36.8  I  18.7  I  46.7
                      I  32.8  I  46.7  I  51.0  I  43.1  I
                      I   1.7  I  19.1  I  17.2  I   8.7  I
                     -I--------I--------I--------I--------I
                 2.00 I   131  I   842  I   636  I   444  I  2053
      NO              I   6.4  I  41.0  I  31.0  I  21.6  I  53.3
                      I  67.2  I  53.3  I  49.0  I  56.9  I
                      I   3.4  I  21.8  I  16.5  I  11.5  I
                     -I--------I--------I--------I--------I
              COLUMN      195      1580      1299      780     3854
               TOTAL      5.1      41.0      33.7     20.2    100.0

   NUMBER OF MISSING OBSERVATIONS =       32
```

Table IV-52

Relationship Between Parents' Assistance with School Work (Item 14) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
         COUNT   I
         ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
         COL PCT IRY       OOL               OW         TOTAL
         TOT PCT I   1.00I    2.00I    3.00I    4.00I
         --------I--------I--------I--------I--------I
             1.00 I    48  I  1000  I   461  I   290  I  1799
YES               I   2.7  I  55.6  I  25.6  I  16.1  I  46.7
                  I  30.4  I  46.7  I  48.7  I  47.4  I
                  I   1.2  I  25.9  I  12.0  I   7.5  I
                 -I--------I--------I--------I--------I
             2.00 I   110  I  1140  I   485  I   322  I  2057
NO                I   5.3  I  55.4  I  23.6  I  15.7  I  53.3
                  I  69.6  I  53.3  I  51.3  I  52.6  I
                  I   2.9  I  29.6  I  12.6  I   8.4  I
                 -I--------I--------I--------I--------I
           COLUMN     158     2140      946      612     3856
           TOTAL      4.1     55.5     24.5     15.9    100.0

NUMBER OF MISSING OBSERVATIONS =       30
```

Table IV-53

Relationship Between Use of Recreational Time (Item 15) and Father's Occupation (Item 17)*

Eighth Grade, N = 3886

	UNSKILLED 1.00	SEMI-SKI 2.00	SKILLED 3.00	CLERICAL 4.00	PROF 5.00	MGR OR OWNER 6.00	ENTERTAINMENT 8.00	DON'T KNOW 9.00
School Activities	58	217	466	146	340	312	8	502
	2.8	10.6	22.7	7.1	16.6	15.2	0.4	24.5
	42.0	51.1	53.3	69.5	65.5	60.8	50.0	43.2
	1.5	5.6	12.1	3.8	8.8	8.1	0.2	13.0
Community Activities	33	97	217	41	113	126	5	289
	3.6	10.5	23.6	4.5	12.3	13.7	0.5	31.4
	23.9	22.8	24.8	19.5	21.8	24.6	31.3	24.9
	0.9	2.5	5.6	1.1	2.9	3.3	0.1	7.5
Watch TV	137	416	858	202	502	493	16	1137
	3.6	11.1	22.8	5.4	13.3	13.1	0.4	30.2
	99.3	97.9	98.1	96.2	96.7	96.1	100.0	97.9
	3.6	10.8	22.2	5.2	13.0	12.8	0.4	29.5
Have a Job	21	94	187	43	93	121	2	231
	2.7	11.9	23.6	5.4	11.7	15.3	0.3	29.2
	15.2	22.1	21.4	20.5	17.9	23.6	12.5	19.9
	0.5	2.4	4.8	1.1	2.4	3.1	0.1	6.0
Scouts, etc.	5	19	34	9	20	13	0	30
	3.8	14.6	26.2	6.9	15.4	10.0	0.0	23.1
	3.6	4.5	3.9	4.3	3.9	2.5	0.0	2.6
	0.1	0.5	0.9	0.2	0.5	0.3	0.0	0.8

NUMBER OF MISSING OBSERVATIONS = 29

---

*Data for this table were collapsed across five separate tables. Row and column totals have not been computed.

Table IV-54

Relationship Between Use of Recreational Time (Item 15) and Mother's Occupation (Item 18)*

Eighth Grade, N = 3886

	UNSKILLED 1.00	SEMI-SKI 2.00	SKILLED 3.00	CLERICAL 4.00	PROF 5.00	MGR OR OWNER 6.00	STAYS AT HOME 7.00	ENTERTAINMENT 8.00	DON'T KNOW 9.00
School Activities	170	136	84	320	209	42	871	7	220
	8.3	6.6	4.1	15.5	10.2	2.0	42.3	0.3	10.7
	47.4	55.5	54.5	57.1	65.3	57.5	52.7	70.0	42.9
	4.4	3.5	2.2	8.2	5.4	1.1	22.4	0.2	5.7
Community Activities	88	68	29	126	69	17	407	2	122
	9.5	7.3	3.1	13.6	7.4	1.8	43.9	0.2	13.1
	24.5	27.8	18.8	22.5	21.6	23.3	24.6	20.0	23.8
	2.3	1.7	0.7	3.2	1.8	0.4	10.5	0.1	3.1
Watch TV	347	236	152	547	311	71	1612	10	501
	9.2	6.2	4.0	14.4	8.2	1.9	42.6	0.3	13.2
	96.7	96.3	98.7	97.7	97.2	97.3	97.6	100.0	97.7
	8.9	6.1	3.9	14.1	8.0	1.8	41.5	0.3	12.9
Have a Job	81	64	34	124	66	27	310	1	93
	10.1	8.0	4.3	15.5	8.3	3.4	38.8	0.1	11.6
	22.6	26.1	22.1	22.1	20.6	37.0	18.8	10.0	18.1
	2.1	1.6	0.9	3.2	1.7	0.7	8.0	0.0	2.4
Scouts, etc.	6	9	6	25	15	1	54	0	15
	4.6	6.9	4.6	19.1	11.5	0.8	41.2	0.0	11.5
	1.7	3.7	3.9	4.5	4.7	1.4	3.3	0.0	2.9
	0.2	0.2	0.2	0.6	0.4	0.0	1.4	0.0	0.4

*Data for this table were collapsed across five separate tables. Row and column totals have not been computed.

Table IV-55

Relationship Between Use of Recreational Time (Item 15) and Father's Level of Education (Item 19)*

Eighth Grade, N = 3886

	ELEMENTARY 1.00	HIGH SCHOOL 2.00	COLLEGE 3.00	DON'T KNOW 4.00
School Activities	85 4.1 43.4 2.2	828 40.3 52.2 21.4	848 41.2 65.1 21.9	296 14.4 37.6 7.6
Community Activities	44 4.7 22.4 1.1	389 42.0 24.5 10.0	325 35.1 25.0 8.4	169 18.2 21.4 4.4
Watch TV	191 5.1 97.4 4.9	1553 41.1 97.9 40.1	1257 33.3 96.5 32.5	773 20.5 98.1 20.0
Have a Job	42 5.3 21.4 1.1	325 40.7 20.5 8.4	287 35.9 22.0 7.4	145 18.1 18.4 3.7
Scouts, etc.	6 4.7 3.1 0.2	53 41.1 3.3 1.4	51 39.5 3.9 1.3	19 14.7 2.4 0.5

NUMBER OF MISSING OBSERVATIONS = 14

---

*Data for this table were collapsed across five separate tables. Row and column totals have not been computed.

Table IV-56

Relationship Between Use of Recreational Time (Item 15) and Mother's Level of Education (Item 20)*

Eighth Grade, N = 3886

	ELEMENTARY 1.00	HIGH SCHOOL 2.00	COLLEGE 3.00	DON'T KNOW 4.00
School Activities	66	1157	602	232
	3.2	56.2	29.3	11.3
	41.8	53.9	63.5	37.4
	1.7	29.9	15.5	6.0
Community Activities	38	545	220	123
	4.1	58.9	23.8	13.3
	24.1	25.4	23.2	19.8
	1.0	14.1	5.7	3.2
Watch TV	155	2102	912	606
	4.1	55.7	24.2	16.1
	98.1	97.9	96.2	97.7
	4.0	54.3	23.5	15.6
Have a Job	35	444	203	116
	4.4	55.6	25.4	14.5
	22.2	20.7	21.4	18.7
	0.9	11.5	5.2	3.0
Scouts, etc.	7	70	37	16
	5.4	53.8	28.5	12.3
	4.4	3.3	3.9	2.6
	0.2	1.8	1.0	0.4

NUMBER OF MISSING OBSERVATIONS = 13

---

*Data for this table were collapsed across five separate tables. Row and column totals have not been computed.

Table IV-57

Relationship Between Hours Spent Watching TV (Item 16) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
                COUNT   I
              ROW PCT   IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O ENTERTAI DON'T KN   ROW
              COL PCT   ID                                            WNER     NMENT    OW         TOTAL
              TOT PCT   I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
              --------I--------I--------I--------I--------I--------I--------I--------I--------I
                 1.00   I      1  I     13  I     22  I      8  I     17  I     16  I      0  I     27  I    104
      < 1 HR            I    1.0  I   12.5  I   21.2  I    7.7  I   16.3  I   15.4  I    0.0  I   26.0  I    2.7
                        I    0.7  I    3.1  I    2.5  I    3.8  I    3.3  I    3.1  I    0.0  I    2.3  I
                        I    0.0  I    0.3  I    0.6  I    0.2  I    0.4  I    0.4  I    0.0  I    0.7  I
                       -I--------I--------I--------I--------I--------I--------I--------I--------I
                 2.00   I     11  I     52  I     99  I     29  I     94  I     64  I      0  I    128  I    477
      1-2 HRS           I [illegible].3  I   10.9  I   20.8  I    6.1  I   19.7  I   13.4  I    0.0  I   26.8  I   12.4
                        I    8.0  I   12.3  I   11.3  I   13.9  I   18.1  I   12.5  I    0.0  I   11.1  I
                        I    0.3  I    1.4  I    2.6  I    0.8  I    2.4  I    1.7  I    0.0  I    3.3  I
                       -I--------I--------I--------I--------I--------I--------I--------I--------I
                 3.00   I     28  I    109  I    205  I     45  I    137  I    137  I      6  I    227  I    894
      2-3 HRS           I    3.1  I   12.2  I   22.9  I    5.0  I   15.3  I   15.3  I    0.7  I   25.4  I   23.2
                        I   20.4  I   25.7  I   23.5  I   21.6  I   26.4  I   26.8  I   37.5  I   19.6  I
                        I    0.7  I    2.8  I    5.3  I    1.2  I    3.6  I    3.6  I    0.2  I    5.9  I
                       -I--------I--------I--------I--------I--------I--------I--------I--------I
                 4.00   I     35  I     99  I    235  I     66  I    131  I    146  I      1  I    302  I   1015
      3-4 HRS           I    3.4  I    9.8  I   23.2  I    6.5  I   12.9  I   14.4  I    0.1  I   29.8  I   26.4
                        I   25.5  I   23.3  I   26.9  I   31.7  I   25.2  I   28.6  I    6.3  I   26.1  I
                        I    0.9  I    2.6  I    6.1  I    1.7  I    3.4  I    3.8  I    0.0  I    7.9  I
                       -I--------I--------I--------I--------I--------I--------I--------I--------I
                 5.00   I     62  I    151  I    312  I     60  I    140  I    148  I      9  I    474  I   1356
      > 4 HRS           I    4.6  I   11.1  I   23.0  I    4.4  I   10.3  I   10.9  I    0.7  I   35.0  I   35.3
                        I   45.3  I   35.6  I   35.7  I   28.8  I   27.0  I   29.0  I   56.3  I   40.9  I
                        I    1.6  I    3.9  I    8.1  I    1.6  I    3.6  I    3.8  I    0.2  I   12.3  I
                       -I--------I--------I--------I--------I--------I--------I--------I--------I
               COLUMN        137      424      873      208      519      511       16     1158     3846
                TOTAL        3.6     11.0     22.7      5.4     13.5     13.3      0.4     30.1    100.0

NUMBER OF MISSING OBSERVATIONS =       40
```

Table IV-58

Relationship Between Hours Spent Watching TV (Item 16) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
         COUNT   I
         ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
         COL PCT ID.                                          WNER     HOME     NMENT    CW         TOTAL
         TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
         --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00  I     6  I     8  I     3  I    10  I     8  I     4  I    50  I     0  I    16  I   105
< 1 HR           I   5.7  I   7.6  I   2.9  I   9.5  I   7.6  I   3.8  I  47.6  I   0.0  I  15.2  I   2.7
                 I   1.7  I   3.3  I   1.9  I   1.8  I   2.5  I   5.5  I   3.0  I   0.0  I   3.1  I
                 I   0.2  I   0.2  I   0.1  I   0.3  I   0.2  I   0.1  I   1.3  I   0.0  I   0.4  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00  I    30  I    25  I    21  I    63  I    63  I    13  I   224  I     2  I    39  I   480
1-2 HRS          I   6.3  I   5.2  I   4.4  I  13.1  I  13.1  I   2.7  I  46.7  I   0.4  I   8.1  I  12.4
                 I   8.4  I  10.2  I  13.6  I  11.3  I  19.7  I  17.8  I  13.6  I  20.0  I   7.6  I
                 I   0.8  I   0.6  I   0.5  I   1.6  I   1.6  I   0.3  I   5.8  I   0.1  I   1.0  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           3.00  I    81  I    56  I    37  I   138  I    87  I    13  I   380  I     3  I   108  I   903
2-3 HRS          I   9.0  I   6.2  I   4.1  I  15.3  I   9.6  I   1.4  I  42.1  I   0.3  I  12.0  I  23.3
                 I  22.6  I  23.0  I  24.0  I  24.7  I  27.3  I  17.8  I  23.1  I  30.0  I  21.1  I
                 I   2.1  I   1.4  I   1.0  I   3.6  I   2.2  I   0.3  I   9.8  I   0.1  I   2.8  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           4.00  I    94  I    67  I    34  I   154  I    77  I    18  I   435  I     3  I   139  I  1021
3-4 HRS          I   9.2  I   6.6  I   3.3  I  15.1  I   7.5  I   1.8  I  42.6  I   0.3  I  13.6  I  26.4
                 I  26.2  I  27.5  I  22.1  I  27.6  I  24.1  I  24.7  I  26.4  I  30.0  I  27.2  I
                 I   2.4  I   1.7  I   0.9  I   4.0  I   2.0  I   0.5  I  11.2  I   0.1  I   3.6  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           5.00  I   148  I    88  I    59  I   193  I    84  I    25  I   557  I     2  I   209  I  1365
> 4 HRS          I  10.8  I   6.4  I   4.3  I  14.1  I   6.2  I   1.8  I  40.8  I   0.1  I  15.3  I  35.2
                 I  41.2  I  36.1  I  38.3  I  34.6  I  26.3  I  34.2  I  33.8  I  20.0  I  40.9  I
                 I   3.8  I   2.3  I   1.5  I   5.0  I   2.2  I   0.6  I  14.4  I   0.1  I   5.4  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN       359      244      154      558      319       73     1646       10      511     3874
          TOTAL       9.3      6.3      4.0     14.4      8.2      1.9     42.5      0.3     13.2    100.0

MBER OF MISSING OBSERVATIONS =        12
```

Table IV-59

Relationship Between Hours Spent Watching TV (Item 16) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
          COUNT   I
          ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
          COL PCT IRY       OOL               OW        TOTAL
          TOT PCT I   1.00I    2.00I    3.00I    4.00I
          --------I--------I--------I--------I--------I
            1.00  I     9  I    30  I    52  I    14  I   105
 < 1 HR           I   8.6  I  28.6  I  49.5  I  13.3  I   2.7
                  I   4.6  I   1.9  I   4.0  I   1.8  I
                  I   0.2  I   0.8  I   1.3  I   0.4  I
                 -I--------I--------I--------I--------I
            2.00  I    15  I   179  I   206  I    78  I   478
 1-2 HRS          I   3.1  I  37.4  I  43.1  I  16.3  I  12.4
                  I   7.7  I  11.3  I  15.9  I   9.9  I
                  I   0.4  I   4.6  I   5.3  I   2.0  I
                 -I--------I--------I--------I--------I
            3.00  I    37  I   365  I   347  I   152  I   901
 2-3 HRS          I   4.1  I  40.5  I  38.5  I  16.9  I  23.3
                  I  18.9  I  23.1  I  26.7  I  19.4  I
                  I   1.0  I   9.5  I   9.0  I   3.9  I
                 -I--------I--------I--------I--------I
            4.00  I    56  I   419  I   339  I   205  I  1019
 3-4 HRS          I   5.5  I  41.1  I  33.3  I  20.1  I  26.4
                  I  28.6  I  26.5  I  26.1  I  26.1  I
                  I   1.5  I  10.8  I   8.8  I   5.3  I
                 -I--------I--------I--------I--------I
            5.00  I    79  I   589  I   355  I   336  I  1359
 > 4 HRS          I   5.8  I  43.3  I  26.1  I  24.7  I  35.2
                  I  40.3  I  37.2  I  27.3  I  42.8  I
                  I   2.0  I  15.3  I   9.2  I   8.7  I
                 -I--------I--------I--------I--------I
          COLUMN      196     1582     1299      785     3862
           TOTAL      5.1     41.0     33.6     20.3    100.0

NUMBER OF MISSING OBSERVATIONS =       24
```

Table IV-60

Relationship Between Hours Spent Watching TV (Item 16) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
                  COUNT   I
                  ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN    ROW
                  CCL PCT IRY       OOL               OW          TOTAL
                  TOT PCT I    1.00I    2.00I    3.00I    4.00I
                  --------I--------I--------I--------I--------I
                     1.00 I      5 I     44 I     41 I     15 I     105
        < 1 HR            I    4.8 I   41.9 I   39.0 I   14.3 I     2.7
                          I    3.2 I    2.1 I    4.3 I    2.4 I
                          I    0.1 I    1.1 I    1.1 I    0.4 I
                         -I--------I--------I--------I--------I
                     2.00 I     12 I    245 I    167 I     53 I     477
        1-2 HRS           I    2.5 I   51.4 I   35.0 I   11.1 I    12.4
                          I    7.6 I   11.4 I   17.7 I    8.6 I
                          I    0.3 I    6.3 I    4.3 I    1.4 I
                         -I--------I--------I--------I--------I
                     3.00 I     23 I    514 I    243 I    120 I     900
        2-3 HRS           I    2.6 I   57.1 I   27.0 I   13.3 I    23.3
                          I   14.6 I   24.0 I   25.7 I   19.4 I
                          I    0.6 I   13.3 I    6.3 I    3.1 I
                         -I--------I--------I--------I--------I
                     4.00 I     40 I    597 I    228 I    154 I    1019
        3-4 HRS           I    3.9 I   58.6 I   22.4 I   15.1 I    26.4
                          I   25.3 I   27.9 I   24.1 I   25.0 I
                          I    1.0 I   15.5 I    5.9 I    4.0 I
                         -I--------I--------I--------I--------I
                     5.00 I     78 I    741 I    267 I    275 I    1361
        > 4 HRS           I    5.7 I   54.4 I   19.6 I   20.2 I    35.2
                          I   49.4 I   34.6 I   28.2 I   44.6 I
                          I    2.0 I   19.2 I    6.9 I    7.1 I
                         -I--------I--------I--------I--------I
                   CCLUMN       158     2141      946      617      3862
                    TOTAL       4.1     55.4     24.5     16.0     100.0

     NUMBER OF MISSING CBSERVATIONS =      24
```

Table IV-61

Relationship Between Students' Desire to Go to College (Item 21) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
              COUNT   I
              ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O ENTERTAI DON'T KN    ROW
              COL PCT ID                                            WNER     NMENT    OW         TOTAL
              TOT PCT I     1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
              --------I--------I--------I--------I--------I--------I--------I--------I--------I
                1.00  I    89  I   294  I   636  I   171  I   476  I   432  I    12  I   775  I   2885
    YES               I   3.1  I  10.2  I  22.0  I   5.9  I  16.5  I  15.0  I   0.4  I  26.9  I   77.5
                      I  66.9  I  71.7  I  75.4  I  84.7  I  93.2  I  86.6  I  75.0  I  69.9  I
                      I   2.4  I   7.9  I  17.1  I   4.6  I  12.8  I  11.6  I   0.3  I  20.8  I
                     -I--------I--------I--------I--------I--------I--------I--------I--------I
                2.00  I    43  I   116  I   207  I    31  I    35  I    67  I     4  I   333  I    836
    NO                I   5.1  I  13.9  I  24.8  I   3.7  I   4.2  I   8.0  I   0.5  I  39.8  I   22.5
                      I  32.3  I  28.3  I  24.5  I  15.3  I   6.8  I  13.4  I  25.0  I  30.1  I
                      I   1.2  I   3.1  I   5.6  I   0.8  I   0.9  I   1.8  I   0.1  I   8.9  I
                     -I--------I--------I--------I--------I--------I--------I--------I--------I
                9.00  I     1  I     0  I     1  I     0  I     0  I     0  I     0  I     0  I      2
                      I  50.0  I   0.0  I  50.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I    0.1
                      I   0.8  I   0.0  I   0.1  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I
                      I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I
                     -I--------I--------I--------I--------I--------I--------I--------I--------I
              COLUMN      133      410      844      202      511      499       16     1108     3723
              TOTAL       3.6     11.0     22.7      5.4     13.7     13.4      0.4     29.8    100.0

NUMBER OF MISSING OBSERVATIONS =      163
```

Table IV-62

Relationship Between Students' Desire to Go to College (Item 21) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
          COUNT  I
        ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
        COL PCT  ID                                            WNER      HOME    NMENT    OW        TOTAL
        TOT PCT  I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
                --I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00  I   243  I   185  I   119  I   462  I   284  I    59  I  1200  I    10  I   342  I   2904
 YES             I   8.4  I   6.4  I   4.1  I  15.9  I   9.8  I   2.0  I  41.3  I   0.3  I  11.8  I   77.5
                 I  70.0  I  78.4  I  81.0  I  85.2  I  91.3  I  81.9  I  75.0  I 100.0  I  70.5  I
                 I   6.5  I   4.9  I   3.2  I  12.3  I   7.6  I   1.6  I  32.0  I   0.3  I   9.1  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00  I   103  I    51  I    28  I    80  I    27  I    13  I   398  I     0  I   143  I    843
 NO              I  12.2  I   6.0  I   3.3  I   9.5  I   3.2  I   1.5  I  47.2  I   0.0  I  17.0  I   22.5
                 I  29.7  I  21.6  I  19.0  I  14.8  I   8.7  I  18.1  I  24.9  I   0.0  I  29.5  I
                 I   2.7  I   1.4  I   0.7  I   2.1  I   0.7  I   0.3  I  10.6  I   0.0  I   3.8  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           9.00  I     1  I     0  I     0  I     0  I     0  I     0  I     1  I     0  I     0  I      2
                 I  50.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I  50.0  I   0.0  I   0.0  I    0.1
                 I   0.3  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.1  I   0.0  I   0.0  I
                 I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      347      236      147      542      311       72     1599       10      485     3749
          TOTAL      9.3      6.3      3.9     14.5      8.3      1.9     42.7      0.3     12.9    100.0

NUMBER OF MISSING OBSERVATIONS =      137
```

Table IV-63

Relationship Between Students' Desire to Go to College (Item 21) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
         COUNT   I
         ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
         COL PCT IRY       OOL               OW        TOTAL
         TOT PCT I    1.00I    2.00I    3.00I    4.00I
         --------I--------I--------I--------I--------I
          1.00   I   122  I  1119  I  1166  I   492  I  2899
YES              I   4.2  I  38.6  I  40.2  I  17.0  I  77.6
                 I  63.9  I  73.1  I  91.6  I  66.1  I
                 I   3.3  I  29.9  I  31.2  I  13.2  I
                -I--------I--------I--------I--------I
          2.00   I    68  I   410  I   107  I   252  I   837
NO               I   8.1  I  49.0  I  12.8  I  30.1  I  22.4
                 I  35.6  I  26.8  I   8.4  I  33.9  I
                 I   1.8  I  11.0  I   2.9  I   6.7  I
                -I--------I--------I--------I--------I
          9.00   I     1  I     1  I     0  I     0  I     2
                 I  50.0  I  50.0  I   0.0  I   0.0  I   0.1
                 I   0.5  I   0.1  I   0.0  I   0.0  I
                 I   0.0  I   0.0  I   0.0  I   0.0  I
                -I--------I--------I--------I--------I
         COLUMN      191     1530     1273      744     3738
          TOTAL      5.1     40.9     34.1     19.9    100.0

NUMBER OF MISSING OBSERVATIONS =      148
```

Table IV-64

Relationship Between Students' Desire to Go to College (Item 21) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
           CCUNT   I
           ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
           COL PCT IRY       OOL               OW         TOTAL
           TOT PCT I    1.00I    2.00I    3.C0I    4.00I
           --------I--------I--------I--------I--------I
              1.00 I    98  I  1551  I   854  I   398  I  2901
YES                I   3.4  I  53.5  I  29.4  I  13.7  I  77.6
                   I  63.2  I  74.8  I  92.2  I  68.0  I
                   I   2.6  I  41.5  I  22.8  I  10.6  I
                  -I--------I--------I--------I--------I
              2.00 I    57  I   520  I    72  I   187  I   836
NO                 I   6.8  I  62.2  I   8.6  I  22.4  I  22.4
                   I  36.8  I  25.1  I   7.8  I  32.0  I
                   I   1.5  I  13.9  I   1.9  I   5.0  I
                  -I--------I--------I--------I--------I
              9.00 I     0  I     2  I     0  I     0  I     2
                   I   0.0  I 100.0  I   0.0  I   0.0  I   0.1
                   I   0.0  I   0.1  I   0.0  I   0.0  I
                   I   0.0  I   0.1  I   0.0  I   0.0  I
                  -I--------I--------I--------I--------I
            COLUMN     155     2073      926      585     3739
             TOTAL     4.1     55.4     24.8     15.6    100.0

NUMBER OF MISSING OBSERVATIONS =     147
```

TableIV-65

Relationship Between Students' Job Preference (Item 22) and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
          COUNT  I
        ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O ENTERTAI DON'T KN   ROW
        COL PCT  ID                                             WNER     NMENT    OW        TOTAL
        TOT PCT  I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    8.00I    9.00I
        ---------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00  I      2 I      2 I      6 I      0 I      0 I      0 I      0 I     14 I
UNSKILLED        I    8.3 I    8.3 I   25.0 I    0.0 I    0.0 I    0.0 I    0.0 I   58.3 I     24
                 I    1.4 I    0.5 I    0.7 I    0.0 I    0.0 I    0.0 I    0.0 I    1.2 I    0.6
                 I    0.1 I    0.1 I    0.2 I    0.0 I    0.0 I    0.0 I    0.0 I    0.4 I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00  I      9 I     32 I     26 I      5 I      4 I     13 I      0 I     44 I
SEMI-SKI         I    6.8 I   24.1 I   19.5 I    3.8 I    3.0 I    9.8 I    0.0 I   33.1 I    133
                 I    6.5 I    7.5 I    3.0 I    2.4 I    0.8 I    2.5 I    0.0 I    3.8 I    3.4
                 I    0.2 I    0.8 I    0.7 I    0.1 I    0.1 I    0.3 I    0.0 I    1.1 I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
           3.00  I     36 I     81 I    191 I     32 I     51 I     62 I      2 I    208 I
SKILLED          I    5.4 I   12.2 I   28.8 I    4.8 I    7.7 I    9.4 I    0.3 I   31.4 I    663
                 I   26.1 I   19.1 I   21.8 I   15.2 I    9.8 I   12.1 I   12.5 I   17.9 I   17.2
                 I    0.9 I    2.1 I    5.0 I    0.8 I    1.3 I    1.6 I    0.1 I    5.4 I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
           4.00  I      7 I     35 I     62 I     11 I     21 I     23 I      1 I     90 I
CLERICAL         I    2.8 I   14.0 I   24.8 I    4.4 I    8.4 I    9.2 I    0.4 I   36.0 I    250
                 I    5.1 I    8.2 I    7.1 I    5.2 I    4.0 I    4.5 I    6.3 I    7.8 I    6.5
                 I    0.2 I    0.9 I    1.6 I    0.3 I    0.5 I    0.6 I    0.0 I    2.3 I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
           5.00  I     39 I    150 I    332 I     98 I    291 I    245 I      6 I    405 I
PROF             I    2.5 I    9.6 I   21.2 I    6.3 I   18.6 I   15.6 I    0.4 I   25.9 I   1566
                 I   28.3 I   35.3 I   37.9 I   46.7 I   56.1 I   47.8 I   37.5 I   34.9 I   40.6
                 I    1.0 I    3.9 I    8.6 I    2.5 I    7.5 I    6.4 I    0.2 I   10.5 I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
           6.00  I      0 I      2 I      8 I      3 I      7 I     20 I      0 I     18 I
MGR OR OWNER     I    0.0 I    3.4 I   13.8 I    5.2 I   12.1 I   34.5 I    0.0 I   31.0 I     58
                 I    0.0 I    0.5 I    0.9 I    1.4 I    1.3 I    3.9 I    0.0 I    1.6 I    1.5
                 I    0.0 I    0.1 I    0.2 I    0.1 I    0.2 I    0.5 I    0.0 I    0.5 I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
           7.00  I      0 I      0 I      2 I      0 I      1 I      1 I      0 I      4 I
STAYS AT HOME    I    0.0 I    0.0 I   25.0 I    0.0 I   12.5 I   12.5 I    0.0 I   50.0 I      8
                 I    0.0 I    0.0 I    0.2 I    0.0 I    0.2 I    0.2 I    0.0 I    0.3 I    0.2
                 I    0.0 I    0.0 I    0.1 I    0.0 I    0.0 I    0.0 I    0.0 I    0.1 I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
           8.00  I      7 I     30 I     76 I     19 I     39 I     44 I      2 I     78 I
ENTERTAINMENT    I    2.4 I   10.2 I   25.8 I    6.4 I   13.2 I   14.9 I    0.7 I   26.4 I    295
                 I    5.1 I    7.1 I    8.7 I    9.0 I    7.5 I    8.6 I   12.5 I    6.7 I    7.6
                 I    0.2 I    0.8 I    2.0 I    0.5 I    1.0 I    1.1 I    0.1 I    2.0 I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
           9.00  I     38 I     93 I    172 I     42 I    105 I    105 I      5 I    300 I
DON'T KNOW       I    4.4 I   10.8 I   20.0 I    4.9 I   12.2 I   12.2 I    0.6 I   34.9 I    860
                 I   27.5 I   21.9 I   19.7 I   20.0 I   20.2 I   20.5 I   31.3 I   25.8 I   22.3
                 I    1.0 I    2.4 I    4.5 I    1.1 I    2.7 I    2.7 I    0.1 I    7.8 I
                -I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN       138      425      875      210      519      513       16     1161     3857
         TOTAL        3.6     11.0     22.7      5.4     13.5     13.3      0.4     30.1    100.0

NUMBER OF MISSING OBSERVATIONS =      29
```

Table IV-66

Relationship Between Students' Job Preference (Item 22) and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

COUNT ROW PCT COL PCT TOT PCT	UNSKILLED 1.00	SEMI-SKI 2.00	SKILLED 3.00	CLERICAL 4.00	PROF 5.00	MGR OR OWNER 6.00	STAYS AT HOME 7.00	ENTERTAINMENT 8.00	DON'T KNOW 9.00	ROW TOTAL
1.00 UNSKILLED	3 12.5 0.8 0.1	1 4.2 0.4 0.0	2 8.3 1.3 0.1	1 4.2 0.2 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	11 45.8 0.7 0.3	0 0.0 0.0 0.0	6 25.0 1.2 0.2	24 0.6
2.00 SEMI-SKI	10 7.5 2.8 0.3	10 7.5 4.1 0.3	10 7.5 6.5 0.3	25 18.8 4.5 0.6	6 4.5 1.9 0.2	1 0.8 1.4 0.0	63 47.4 3.8 1.6	0 0.0 0.0 0.0	8 6.0 1.6 0.2	133 3.4
3.00 SKILLED	87 13.1 24.2 2.2	47 7.1 19.2 1.2	30 4.5 19.5 0.8	78 11.7 13.9 2.0	43 6.5 13.4 1.1	11 1.7 15.1 0.3	269 40.5 16.3 6.9	0 0.0 0.0 0.0	99 14.9 19.3 2.5	664 17.1
4.00 CLERICAL	32 12.6 8.9 0.8	17 6.7 6.9 0.4	8 3.2 5.2 0.2	39 15.4 7.0 1.0	7 2.8 2.2 0.2	3 1.2 4.1 0.1	110 43.5 6.7 2.8	1 0.4 10.0 0.0	36 14.2 7.0 0.9	253 6.5
5.00 PROF	132 8.4 36.8 3.4	97 6.2 39.6 2.5	53 3.4 34.4 1.4	241 15.3 43.0 6.2	161 10.2 50.3 4.1	33 2.1 45.2 0.8	675 43.0 40.9 17.4	8 0.5 80.0 0.2	171 10.9 33.3 4.4	1571 40.4
6.00 MGR OR OWNER	5 8.6 1.4 0.1	3 5.2 1.2 0.1	4 6.9 2.6 0.1	10 17.2 1.8 0.3	2 3.4 0.6 0.1	5 8.6 6.8 0.1	21 36.2 1.3 0.5	0 0.0 0.0 0.0	8 13.8 1.6 0.2	58 1.5
7.00 STAYS AT HOME	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 12.5 1.4 0.0	4 50.0 0.2 0.1	0 0.0 0.0 0.0	3 37.5 0.6 0.1	8 0.2
8.00 ENTERTAINMENT	30 10.0 8.4 0.8	20 6.7 8.2 0.5	12 4.0 7.8 0.3	43 14.4 7.7 1.1	24 8.0 7.5 0.6	4 1.3 5.5 0.1	118 39.5 7.1 3.0	0 0.0 0.0 0.0	48 16.1 9.4 1.2	299 7.7
9.00 DON'T KNOW	60 6.8 16.7 1.5	50 5.7 20.4 1.3	35 4.0 22.7 0.9	123 14.0 22.0 3.2	77 8.8 24.1 2.0	15 1.7 20.5 0.4	381 43.5 23.1 9.8	1 0.1 10.0 0.0	134 15.3 26.1 3.4	876 22.5
COLUMN TOTAL	359 9.2	245 6.3	154 4.0	560 14.4	320 8.2	73 1.9	1652 42.5	10 0.3	513 13.2	3886 100.0

Table IV-67

Relationship Between Students' Job Preference (Item 22) and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
             COUNT   I
             ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
             COL PCT IRY       OOL               OW        TOTAL
             TOT PCT I   1.00I    2.00I    3.00I    4.00I
             --------I--------I--------I--------I--------I
                1.00 I     5  I    14  I     1  I     4  I    24
UNSKILLED            I  20.8  I  58.3  I   4.2  I  16.7  I   0.6
                     I   2.6  I   0.9  I   0.1  I   0.5  I
                     I   0.1  I   0.4  I   0.0  I   0.1  I
                    -I--------I--------I--------I--------I
                2.00 I    11  I    62  I    30  I    30  I   133
SEMI-SKI             I   8.3  I  46.6  I  22.6  I  22.6  I   3.4
                     I   5.6  I   3.9  I   2.3  I   3.8  I
                     I   0.3  I   1.6  I   0.8  I   0.8  I
                    -I--------I--------I--------I--------I
                3.00 I    42  I   312  I   164  I   142  I   660
SKILLED              I   6.4  I  47.3  I  24.8  I  21.5  I  17.0
                     I  21.4  I  19.7  I  12.6  I  18.0  I
                     I   1.1  I   8.1  I   4.2  I   3.7  I
                    -I--------I--------I--------I--------I
                4.00 I    19  I   117  I    55  I    62  I   253
CLERICAL             I   7.5  I  46.2  I  21.7  I  24.5  I   6.5
                     I   9.7  I   7.4  I   4.2  I   7.9  I
                     I   0.5  I   3.0  I   1.4  I   1.6  I
                    -I--------I--------I--------I--------I
                5.00 I    57  I   613  I   659  I   241  I  1570
PROF                 I   3.6  I  39.0  I  42.0  I  15.4  I  40.5
                     I  29.1  I  38.7  I  50.6  I  30.6  I
                     I   1.5  I  15.8  I  17.0  I   6.2  I
                    -I--------I--------I--------I--------I
                6.00 I     1  I    21  I    26  I    10  I    58
MGR OR OWNER         I   1.7  I  36.2  I  44.8  I  17.2  I   1.5
                     I   0.5  I   1.3  I   2.0  I   1.3  I
                     I   0.0  I   0.5  I   0.7  I   0.3  I
                    -I--------I--------I--------I--------I
                7.00 I     0  I     3  I     3  I     2  I     8
STAYS AT HOME        I   0.0  I  37.5  I  37.5  I  25.0  I   0.2
                     I   0.0  I   0.2  I   0.2  I   0.3  I
                     I   0.0  I   0.1  I   0.1  I   0.1  I
                    -I--------I--------I--------I--------I
                8.00 I    13  I   130  I   102  I    52  I   297
ENTERTAINMENT        I   4.4  I  43.8  I  34.3  I  17.5  I   7.7
                     I   6.6  I   8.2  I   7.8  I   6.6  I
                     I   0.3  I   3.4  I   2.6  I   1.3  I
                    -I--------I--------I--------I--------I
                9.00 I    48  I   314  I   262  I   245  I   869
DON'T KNOW           I   5.5  I  36.1  I  30.1  I  28.2  I  22.4
                     I  24.5  I  19.8  I  20.1  I  31.1  I
                     I   1.2  I   8.1  I   6.9  I   6.3  I
                    -I--------I--------I--------I--------I
              COLUMN     196     1586     1302      788     3872
               TOTAL     5.1     41.0     33.6     20.4    100.0

NUMBER OF MISSING OBSERVATIONS =      14
```

Table IV-68

Relationship Between Students' Job Preference (Item 22) and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

COUNT ROW PCT COL PCT TOT PCT	ELEMENTARY 1.00	HIGH SCHOOL 2.00	COLLEGE 3.00	DON'T KNOW 4.00	ROW TOTAL
1.00 UNSKILLED	1	18	0	5	24
	4.2	75.0	0.0	20.8	0.6
	0.6	0.8	0.0	0.8	
	0.0	0.5	0.0	0.1	
2.00 SEMI-SKI	6	78	24	24	132
	4.5	59.1	18.2	18.2	3.4
	3.8	3.6	2.5	3.9	
	0.2	2.0	0.6	0.6	
3.00 SKILLED	33	387	119	120	659
	5.0	58.7	18.1	18.2	17.0
	20.9	18.0	12.6	19.4	
	0.9	10.0	3.1	3.1	
4.00 CLERICAL	23	141	43	46	253
	9.1	55.7	17.0	18.2	6.5
	14.6	6.6	4.5	7.4	
	0.6	3.6	1.1	1.2	
5.00 PROF	51	854	477	189	1571
	3.2	54.4	30.4	12.0	40.6
	32.3	39.8	50.3	30.5	
	1.3	22.1	12.3	4.9	
6.00 MGR OR OWNER	3	28	21	6	58
	5.2	48.3	36.2	10.3	1.5
	1.9	1.3	2.2	1.0	
	0.1	0.7	0.5	0.2	
7.00 STAYS AT HOME	0	3	4	1	8
	0.0	37.5	50.0	12.5	0.2
	0.0	0.1	0.4	0.2	
	0.0	0.1	0.1	0.0	
8.00 ENTERTAINMENT	9	176	71	43	299
	3.0	58.9	23.7	14.4	7.7
	5.7	8.2	7.5	6.9	
	0.2	4.5	1.8	1.1	
9.00 DON'T KNOW	32	462	189	186	869
	3.7	53.2	21.7	21.4	22.4
	20.3	21.5	19.9	30.0	
	0.8	11.9	4.9	4.8	
COLUMN TOTAL	158	2147	949	620	3873
	4.1	55.4	24.5	16.0	100.0

NUMBER OF MISSING OBSERVATIONS = 13

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Public/Parochial Project

Final Report

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Section IV: Population Factors

PART 3

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Table IV-69

Relationship Between Sex of Child (Item 1) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
         CCUNT  I
        ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN    RCW
        COL PCT ID                                            WNER      HOME     NMENT    OW        TCTA
        TCT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
        --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00 I    85  I   127  I   262  I    68  I   155  I    91  I     6  I     5  I   519  I   131
BOY             I   6.4  I   9.6  I  19.9  I   5.2  I  11.8  I   6.9  I   0.5  I   0.4  I  39.4  I   48.
                I  46.7  I  49.2  I  48.6  I  56.7  I  54.2  I  40.1  I  54.5  I  38.5  I  48.6  I
                I   3.1  I   4.7  I   9.7  I   2.5  I   5.7  I   3.4  I   0.2  I   0.2  I  19.2  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00 I    97  I   131  I   277  I    52  I   131  I   136  I     5  I     6  I   550  I   138
GIRL            I   7.0  I   9.4  I  20.0  I   3.7  I   9.4  I   9.8  I   0.4  I   0.6  I  39.7  I   51.
                I  53.3  I  50.8  I  51.4  I  43.3  I  45.8  I  59.9  I  45.5  I  61.5  I  51.4  I
                I   3.6  I   4.8  I  10.2  I   1.9  I   4.8  I   5.0  I   0.2  I   0.3  I  20.3  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      182      258      539      120      286      227       11       13     1069    270
          TCTAL      6.7      9.5     19.9      4.4     10.6      8.4      0.4      0.5     39.5   100.

NUMBER OF MISSING OBSERVATIONS =        2
```

Relationship Between Sex of Child (Item 1) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
          COUNT   I
          ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
          COL PCT ID                                           WNER     HOME     NMENT    OW         TOTAL
          TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00  I    87  I    44  I    76  I   120  I    95  I    10  I   627  I     3  I   256  I   1318
BOY               I   6.6  I   3.3  I   5.8  I   9.1  I   7.2  I   0.8  I  47.6  I   0.2  I  19.4  I   48.7
                  I  43.3  I  48.9  I  48.1  I  46.3  I  50.3  I  32.3  I  49.5  I  50.0  I  50.7  I
                  I   3.2  I   1.6  I   2.8  I   4.4  I   3.5  I   0.4  I  23.2  I   0.1  I   9.5  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00  I   114  I    46  I    82  I   139  I    94  I    21  I   640  I     3  I   249  I   1388
GIRL              I   8.2  I   3.3  I   5.9  I  10.0  I   6.8  I   1.5  I  46.1  I   0.2  I  17.9  I   51.3
                  I  56.7  I  51.1  I  51.9  I  53.7  I  49.7  I  67.7  I  50.5  I  50.0  I  49.3  I
                  I   4.2  I   1.7  I   3.0  I   5.1  I   3.5  I   0.8  I  23.7  I   0.1  I   9.2  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN      201       90      158      259      189       31     1267        6      505     2706
           TOTAL      7.4      3.3      5.8      9.6      7.0      1.1     46.8      0.2     18.7    100.0

UMBER OF MISSING OBSERVATIONS =       1
```

Table IV-71

Relationship Between Sex of Child (Item 1) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
         COUNT   I
         RCW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   RCW
         COL PCT IRY       OOL               OW         TOTAL
         TCT PCT I   1.00I    2.00I    3.00I    4.00I
         --------I--------I--------I--------I--------I
           1.00  I    29  I   144  I   436  I   704  I   1313
BOY              I   2.2  I  11.0  I  33.2  I  53.6  I   48.7
                 I  51.8  I  48.8  I  51.2  I  47.2  I
                 I   1.1  I   5.3  I  16.2  I  26.1  I
                -I--------I--------I--------I--------I
           2.00  I    27  I   151  I   416  I   789  I   1383
GIRL             I   2.0  I  10.9  I  30.1  I  57.0  I   51.3
                 I  48.2  I  51.2  I  48.8  I  52.8  I
                 I   1.0  I   5.6  I  15.4  I  29.3  I
                -I--------I--------I--------I--------I
         CCLUMN       56     295      852     1493      2696
         TCTAL       2.1    10.9     31.6     55.4     100.0

NUMBER OF MISSING OBSERVATIONS =        11
```

Table IV-72

Relationship Between Sex of Child (Item 1) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
                 COUNT   I
                 ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
                 COL PCT IRY       OOL               OW         TOTAL
                 TOT PCT I    1.00I    2.00I    3.00I    4.00I
                 --------I--------I--------I--------I--------I
                    1.00 I    21  I   234  I   400  I   662  I  1317
     BOY                 I   1.6  I  17.8  I  30.4  I  50.3  I  46.7
                         I  46.7  I  45.2  I  52.3  I  48.2  I
                         I   0.8  I   8.7  I  14.8  I  24.5  I
                        -I--------I--------I--------I--------I
                    2.00 I    24  I   284  I   365  I   712  I  1385
     GIRL                I   1.7  I  20.5  I  26.4  I  51.4  I  51.3
                         I  53.3  I  54.8  I  47.7  I  51.8  I
                         I   0.9  I  10.5  I  13.5  I  26.4  I
                        -I--------I--------I--------I--------I
                 COLUMN       45       518      765      1374     2702
                  TOTAL      1.7      19.2     28.3      50.9    100.0

     NUMBER OF MISSING OBSERVATIONS =        5
```

Table IV-73

Relationship Between Race of Child (Item 2) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
           COUNT  I
          ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
          COL PCT ID                                            WNER     HOME     NMENT    OW       TOTAL
          TOT PCT I   1.00I   2.00I   3.00I   4.00I   5.00I   6.00I   7.00I   8.00I   9.00I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             1.00 I    11  I     6  I     9  I     2  I     7  I     3  I     0  I     1  I    88  I    127
BLACK             I   8.7  I   4.7  I   7.1  I   1.6  I   5.5  I   2.4  I   0.0  I   0.8  I  69.3  I    4.7
                  I   6.1  I   2.3  I   1.7  I   1.7  I   2.5  I   1.3  I   0.0  I   7.7  I   8.3  I
                  I   0.4  I   0.2  I   0.3  I   0.1  I   0.3  I   0.1  I   0.0  I   0.0  I   3.3  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             2.00 I   169  I   251  I   527  I   118  I   275  I   223  I    11  I    12  I   966  I   2552
WHITE             I   6.6  I   9.8  I  20.7  I   4.6  I  10.8  I   8.7  I   0.4  I   0.5  I  37.9  I   94.7
                  I  93.4  I  97.3  I  98.0  I  98.3  I  96.5  I  98.7  I 100.0  I  92.3  I  90.8  I
                  I   6.3  I   9.3  I  19.5  I   4.4  I  10.2  I   8.3  I   0.4  I   0.4  I  35.8  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             3.00 I     1  I     1  I     2  I     0  I     3  I     0  I     0  I     0  I    10  I     17
OTHER             I   5.9  I   5.9  I  11.8  I   0.0  I  17.6  I   0.0  I   0.0  I   0.0  I  58.8  I    0.6
                  I   0.6  I   0.4  I   0.4  I   0.0  I   1.1  I   0.0  I   0.0  I   0.0  I   0.9  I
                  I   0.0  I   0.0  I   0.1  I   0.0  I   0.1  I   0.0  I   0.0  I   0.0  I   0.4  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           COLUMN     181      258      538      120      285      226       11       13     1064     2690
            TOTAL     6.7      9.6     20.0      4.5     10.6      8.4      0.4      0.5     39.5    100.0

NUMBER OF MISSING OBSERVATIONS =        11
```

Table IV-74

Relationship Between Race of Child (Item 2) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
          COUNT   I
          ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
          COL PCT ID                                           WNER      HOME     NMENT    OW        TOTAL
          TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             1.00 I    13  I     0  I     9  I     8  I     4  I     0  I    49  I     0  I    44  I    127
BLACK             I  10.2  I   0.0  I   7.1  I   6.3  I   3.1  I   0.0  I  38.6  I   0.0  I  34.6  I    4.7
                  I   6.5  I   0.0  I   5.7  I   3.1  I   2.1  I   0.0  I   3.9  I   0.0  I   8.8  I
                  I   0.5  I   0.0  I   0.3  I   0.3  I   0.1  I   0.0  I   1.8  I   0.0  I   1.6  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             2.00 I   186  I    90  I   148  I   251  I   183  I    31  I  1207  I     5  I   452  I   2553
WHITE             I   7.3  I   3.5  I   5.8  I   9.8  I   7.2  I   1.2  I  47.3  I   0.2  I  17.7  I   94.7
                  I  93.0  I 100.0  I  93.7  I  96.9  I  97.3  I 100.0  I  95.5  I 100.0  I  90.0  I
                  I   6.9  I   3.3  I   5.5  I   9.3  I   6.8  I   1.1  I  44.8  I   0.2  I  16.8  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             3.00 I     1  I     0  I     1  I     0  I     1  I     0  I     8  I     0  I     6  I     17
OTHER             I   5.9  I   0.0  I   5.9  I   0.0  I   5.9  I   0.0  I  47.1  I   0.0  I  35.3  I    0.6
                  I   0.5  I   0.0  I   0.6  I   0.0  I   0.5  I   0.0  I   0.6  I   0.0  I   1.2  I
                  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.3  I   0.0  I   0.2  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN      200       90      158      259      188       31     1264        5      502     2697
           TOTAL      7.4      3.3      5.9      9.6      7.0      1.1     46.9      0.2     18.6    100.0

UMBER OF MISSING OBSERVATIONS =      10
```

Table IV-75

Relationship Between Race of Child (Item 2) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
                 COUNT   I
                 ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
                 COL PCT IRY       OOL               OW         TOTAL
                 TOT PCT I   1.00I   2.00I    3.00I    4.00I
                 --------I--------I--------I--------I--------I
                 1.00    I     0  I    11  I    29  I    87  I    127
      BLACK              I   0.0  I   8.7  I  22.8  I  68.5  I    4.7
                         I   0.0  I   3.7  I   3.4  I   5.8  I
                         I   0.0  I   0.4  I   1.1  I   3.2  I
                        -I--------I--------I--------I--------I
                 2.00    I    56  I   282  I   818  I  1387  I   2543
      WHITE              I   2.2  I  11.1  I  32.2  I  54.5  I   94.6
                         I 100.0  I  95.9  I  96.3  I  93.2  I
                         I   2.1  I  10.5  I  30.4  I  51.6  I
                        -I--------I--------I--------I--------I
                 3.00    I     0  I     1  I     2  I    14  I     17
      OTHER              I   0.0  I   5.9  I  11.8  I  82.4  I    0.6
                         I   0.0  I   0.3  I   0.2  I   0.9  I
                         I   0.0  I   0.0  I   0.1  I   0.5  I
                        -I--------I--------I--------I--------I
                 COLUMN        56      294      849     1488      2687
                 TOTAL        2.1     10.9     31.6     55.4     100.0

   NUMBER OF MISSING OBSERVATIONS =        20
```

Table IV-76

Relationship Between Race of Child (Item 2) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
          COUNT   I
          ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
          COL PCT IRY       OOL               OW         TOTAL
          TOT PCT I    1.00I    2.00I    3.00I    4.00I
          --------I--------I--------I--------I--------I
            1.00  I     1  I    23  I    26  I    77  I    127
BLACK             I   0.8  I  18.1  I  20.5  I  60.6  I    4.7
                  I   2.2  I   4.4  I   3.4  I   5.6  I
                  I   0.0  I   0.9  I   1.0  I   2.9  I
                 -I--------I--------I--------I--------I
            2.00  I    44  I   493  I   734  I  1278  I   2549
WHITE             I   1.7  I  19.3  I  28.8  I  50.1  I   94.7
                  I  97.8  I  95.2  I  96.5  I  93.4  I
                  I   1.6  I  18.3  I  27.3  I  47.5  I
                 -I--------I--------I--------I--------I
            3.00  I     0  I     2  I     1  I    14  I     17
OTHER             I   0.0  I  11.8  I   5.9  I  82.4  I    0.6
                  I   0.0  I   0.4  I   0.1  I   1.0  I
                  I   0.0  I   0.1  I   0.0  I   0.5  I
                 -I--------I--------I--------I--------I
          COLUMN       45      518      761     1369     2693
          TOTAL       1.7     19.2     28.3     50.8    100.0

NUMBER OF MISSING OBSERVATIONS =      14
```

Table IV-77

Relationship Between Speaking a Foreign Language in the Home (Item 3) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
         CCUNT  I
       ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN    ROW
       COL PCT  ID                                             WNER     HOME     NMENT    OW         TOTA
       TOT PCT  I     1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
       ---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          1.00  I     4  I     3  I    10  I     3  I    11  I     0  I     0  I     0  I    25  I     5
SPAN            I   7.1  I   5.4  I  17.9  I   5.4  I  19.6  I   0.0  I   0.0  I   0.0  I  44.6  I    2.
                I   2.2  I   1.2  I   1.9  I   2.5  I   3.9  I   0.0  I   0.0  I   0.0  I   2.4  I
                I   0.1  I   0.1  I   0.4  I   0.1  I   0.4  I   0.0  I   0.0  I   0.0  I   0.9  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          2.00  I     3  I     9  I    21  I     4  I    12  I    15  I     1  I     0  I    51  I    11
ITAL            I   2.6  I   7.8  I  18.1  I   3.4  I  10.3  I  12.9  I   0.9  I   0.0  I  44.0  I    4.
                I   1.7  I   3.5  I   3.9  I   3.3  I   4.2  I   6.6  I   9.1  I   0.0  I   4.8  I
                I   0.1  I   0.3  I   0.8  I   0.1  I   0.4  I   0.6  I   0.0  I   0.0  I   1.9  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          3.00  I    11  I     7  I    12  I     2  I     4  I     5  I     2  I     0  I    54  I     9
FORT            I  11.3  I   7.2  I  12.4  I   2.1  I   4.1  I   5.2  I   2.1  I   0.0  I  55.7  I    3.
                I   6.1  I   2.7  I   2.2  I   1.7  I   1.4  I   2.2  I  18.2  I   0.0  I   5.1  I
                I   0.4  I   0.3  I   0.4  I   0.1  I   0.1  I   0.2  I   0.1  I   0.0  I   2.0  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          4.00  I   162  I   237  I   492  I   111  I   256  I   206  I     8  I    12  I   925  I   240
NCNE OF THESE   I   6.7  I   9.8  I  20.4  I   4.6  I  10.6  I   8.6  I   0.3  I   0.5  I  38.4  I   90.
                I  90.0  I  92.6  I  92.0  I  92.5  I  90.5  I  91.2  I  72.7  I 100.0  I  87.7  I
                I   6.0  I   8.8  I  18.4  I   4.1  I   9.6  I   7.7  I   0.3  I   0.4  I  34.5  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
        CCLUMN      180      256      535      120      283      226       11       12     1055      267
         TOTAL      6.7      9.6     20.0      4.5     10.6      8.4      0.4      0.4     39.4     100.

NUMBER OF MISSING OBSERVATIONS =       29
```

Table IV-78

Relationship Between Speaking a Foreign Language in the Home (Item 3) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
 COUNT   I
ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
COL PCT  ID                                            WNER     HOME     NMENT    OW        TOTAL
TOT PCT  I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
     1.00 I     3  I     0  I     7  I     2  I     8  I     0  I    26  I     0  I    10  I     56
SPAN      I   5.4  I   0.0  I  12.5  I   3.6  I  14.3  I   0.0  I  46.4  I   0.0  I  17.9  I    2.1
          I   1.5  I   0.0  I   4.5  I   0.8  I   4.3  I   0.0  I   2.1  I   0.0  I   2.0  I
          I   0.1  I   0.0  I   0.3  I   0.1  I   0.3  I   0.0  I   1.0  I   0.0  I   0.4  I
         -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
     2.00 I     2  I     7  I    14  I    12  I     7  I     0  I    48  I     1  I    25  I    116
ITAL      I   1.7  I   6.0  I  12.1  I  10.3  I   6.0  I   0.0  I  41.4  I   0.9  I  21.6  I    4.3
          I   1.0  I   7.8  I   9.0  I   4.7  I   3.8  I   0.0  I   3.8  I  16.7  I   5.0  I
          I   0.1  I   0.3  I   0.5  I   0.4  I   0.3  I   0.0  I   1.8  I   0.0  I   0.9  I
         -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
     3.00 I    15  I     5  I     5  I     2  I     5  I     0  I    35  I     0  I    30  I     97
PORT      I  15.5  I   5.2  I   5.2  I   2.1  I   5.2  I   0.0  I  36.1  I   0.0  I  30.9  I    3.6
          I   7.5  I   5.6  I   3.2  I   0.8  I   2.7  I   0.0  I   2.8  I   0.0  I   6.0  I
          I   0.6  I   0.2  I   0.2  I   0.1  I   0.2  I   0.0  I   1.3  I   0.0  I   1.1  I
         -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
     4.00 I   179  I    78  I   130  I   240  I   165  I    31  I  1148  I     5  I   434  I   2410
NONE OF THESE I   7.4  I   3.2  I   5.4  I  10.0  I   6.8  I   1.3  I  47.6  I   0.2  I  18.0  I   90.0
          I  89.9  I  86.7  I  83.3  I  93.8  I  89.2  I 100.0  I  91.3  I  83.3  I  87.0  I
          I   6.7  I   2.9  I   4.9  I   9.0  I   6.2  I   1.2  I  42.9  I   0.2  I  16.2  I
         -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   COLUMN       199       90      156      256      185       31     1257        6      499     2679
    TOTAL       7.4      3.4      5.8      9.6      6.9      1.2     46.9      0.2     18.6    100.0

NUMBER OF MISSING OBSERVATIONS =       28
```

Table IV-79

Relationship Between Speaking a Foreign Language in the Home (Item 3) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
                      COUNT   I
                    ROW PCT  IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
                    COL PCT  IRY      OOL               OW         TOTAL
                    TOT PCT  I    1.00I    2.00I    3.00I    4.00I
                    --------I--------I--------I--------I--------I
                       1.00  I     1  I     4  I    20  I    31  I     56
  SPAN                       I   1.8  I   7.1  I  35.7  I  55.4  I    2.1
                             I   1.8  I   1.4  I   2.4  I   2.1  I
                             I   0.0  I   0.1  I   0.7  I   1.2  I
                            -I--------I--------I--------I--------I
                       2.00  I     2  I    10  I    37  I    66  I    115
  ITAL                       I   1.7  I   8.7  I  32.2  I  57.4  I    4.3
                             I   3.6  I   3.4  I   4.4  I   4.5  I
                             I   0.1  I   0.4  I   1.4  I   2.5  I
                            -I--------I--------I--------I--------I
                       3.00  I     5  I     4  I    11  I    76  I     96
  PORT                       I   5.2  I   4.2  I  11.5  I  79.2  I    3.6
                             I   9.1  I   1.4  I   1.3  I   5.1  I
                             I   0.2  I   0.1  I   0.4  I   2.8  I
                            -I--------I--------I--------I--------I
                       4.00  I    47  I   276  I   775  I  1305  I   2403
  NONE OF THESE              I   2.0  I  11.5  I  32.3  I  54.3  I   90.0
                             I  85.5  I  93.9  I  91.9  I  88.3  I
                             I   1.8  I  10.3  I  29.0  I  48.9  I
                            -I--------I--------I--------I--------I
                     COLUMN       55      294      843     1478      2670
                      TOTAL      2.1     11.0     31.6     55.4     100.0

  NUMBER OF MISSING OBSERVATIONS =        37
```

Table IV-80

Relationship Between Speaking a Foreign Language in the Home (Item 3) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
                    COUNT   I
                    RCW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
                    CCL FCT IRY       OOL               OW         TOTAL
                    TOT PCT I    1.00I    2.00I    3.00I    4.00I
                    --------I--------I--------I--------I--------I
                      1.00  I     2  I     9  I    22  I    23  I     56
         SPAN               I   3.6  I  16.1  I  39.3  I  41.1  I    2.1
                            I   4.4  I   1.8  I   2.9  I   1.7  I
                            I   0.1  I   0.3  I   0.8  I   0.9  I
                           -I--------I--------I--------I--------I
                      2.00  I     0  I    25  I    38  I    53  I    116
         ITAL               I   0.0  I  21.6  I  32.8  I  45.7  I    4.3
                            I   0.0  I   4.9  I   5.0  I   3.9  I
                            I   0.0  I   0.9  I   1.4  I   2.0  I
                           -I--------I--------I--------I--------I
                      3.00  I     3  I    10  I    12  I    72  I     97
         PORT               I   3.1  I  10.3  I  12.4  I  74.2  I    3.6
                            I   6.7  I   1.9  I   1.6  I   5.3  I
                            I   0.1  I   0.4  I   0.4  I   2.7  I
                           -I--------I--------I--------I--------I
                      4.00  I    40  I   469  I   683  I  1215  I   2407
         NCNE OF THESE      I   1.7  I  19.5  I  28.4  I  50.5  I   89.9
                            I  88.9  I  91.4  I  90.5  I  89.1  I
                            I   1.5  I  17.5  I  25.5  I  45.4  I
                           -I--------I--------I--------I--------I
                    CCLUMN        45      513      755     1363     2676
                     TOTAL       1.7     19.2     28.2     50.9    100.0

       NUMBER OF MISSING OBSERVATIONS =        31
```

Table IV-81

Relationship Between Number of People in House (Item 5) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
 COUNT   I
ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
COL PCT  ID                                            WNER     HOME     NMENT    OW         TOTAL
TOT PCT  I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  2.00   I     1  I     1  I     2  I     0  I     0  I     1  I     0  I     1  I    12  I     18
         I   5.6  I   5.6  I  11.1  I   0.0  I   0.0  I   5.6  I   0.0  I   5.6  I  66.7  I    0.7
         I   0.5  I   0.4  I   0.4  I   0.0  I   0.0  I   0.4  I   0.0  I   7.7  I   1.1  I
         I   0.0  I   0.0  I   0.1  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.4  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  3.00   I    16  I    15  I    30  I     4  I     8  I    20  I     1  I     0  I    60  I    174
         I   9.2  I   8.6  I  17.2  I   2.3  I   4.6  I  11.5  I   0.6  I   0.0  I  46.0  I    6.5
         I   8.8  I   5.8  I   5.6  I   3.4  I   2.8  I   8.9  I   9.1  I   0.0  I   7.6  I
         I   0.6  I   0.6  I   1.1  I   0.1  I   0.3  I   0.7  I   0.0  I   0.0  I   3.0  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  4.00   I    49  I    56  I   142  I    31  I    67  I    61  I     0  I     1  I   219  I    626
         I   7.8  I   8.9  I  22.7  I   5.0  I  10.7  I   9.7  I   0.0  I   0.2  I  35.0  I   23.3
         I  26.9  I  21.7  I  26.4  I  26.1  I  23.5  I  27.1  I   0.0  I   7.7  I  20.7  I
         I   1.8  I   2.1  I   5.3  I   1.2  I   2.5  I   2.3  I   0.0  I   0.0  I   8.1  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  5.00   I    48  I    68  I   158  I    36  I    94  I    57  I     4  I     2  I   278  I    745
         I   6.4  I   9.1  I  21.2  I   4.8  I  12.6  I   7.7  I   0.5  I   0.3  I  37.3  I   27.7
         I  26.4  I  26.4  I  29.4  I  30.3  I  33.0  I  25.3  I  36.4  I  15.4  I  26.3  I
         I   1.8  I   2.5  I   5.9  I   1.3  I   3.5  I   2.1  I   0.1  I   0.1  I  10.3  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  6.00   I    20  I    43  I    96  I    24  I    61  I    43  I     2  I     4  I   204  I    497
         I   4.0  I   8.7  I  19.3  I   4.8  I  12.3  I   8.7  I   0.4  I   0.8  I  41.0  I   18.5
         I  11.0  I  16.7  I  17.9  I  20.2  I  21.4  I  19.1  I  18.2  I  30.8  I  19.3  I
         I   0.7  I   1.6  I   3.6  I   0.9  I   2.3  I   1.6  I   0.1  I   0.1  I   7.6  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  7.00   I    15  I    40  I    58  I    11  I    29  I    28  I     1  I     2  I   116  I    300
         I   5.0  I  13.3  I  19.3  I   3.7  I   9.7  I   9.3  I   0.3  I   0.7  I  38.7  I   11.2
         I   8.2  I  15.5  I  10.8  I   9.2  I  10.2  I  12.4  I   9.1  I  15.4  I  11.0  I
         I   0.6  I   1.5  I   2.2  I   0.4  I   1.1  I   1.0  I   0.0  I   0.1  I   4.3  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  8.00   I    12  I    11  I    20  I    10  I    12  I     7  I     0  I     1  I    67  I    140
         I   8.6  I   7.9  I  14.3  I   7.1  I   8.6  I   5.0  I   0.0  I   0.7  I  47.9  I    5.2
         I   6.6  I   4.3  I   3.7  I   8.4  I   4.2  I   3.1  I   0.0  I   7.7  I   6.3  I
         I   0.4  I   0.4  I   0.7  I   0.4  I   0.4  I   0.3  I   0.0  I   0.0  I   2.5  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  9.00   I    21  I    24  I    31  I     3  I    14  I     8  I     3  I     2  I    83  I    189
NINE OR MORE I  11.1  I  12.7  I  16.4  I   1.6  I   7.4  I   4.2  I   1.6  I   1.1  I  43.9  I    7.0
         I  11.5  I   9.3  I   5.8  I   2.5  I   4.9  I   3.6  I  27.3  I  15.4  I   7.8  I
         I   0.8  I   0.9  I   1.2  I   0.1  I   0.5  I   0.3  I   0.1  I   0.1  I   3.1  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  COLUMN      182      258      537      119      285      225       11       13     1059     2689
  TOTAL       6.8      9.6     20.0      4.4     10.6      8.4      0.4      0.5     39.4    100.0

BER OF MISSING OBSERVATIONS =       18
```

Table IV-82

Relationship Between Number of People in House (Item 5) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
 CCUNT   I
 RCW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OP O STAYS AT ENTERTAI DCN'T KN   ROW
 CCL PCT ID                                           WNER     HOME     NMENT    OW        TOTAL
 TCT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
 --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   2.00  I     2  I     1  I     0  I     2  I     1  I     0  I     7  I     0  I     5  I    18
         I  11.1  I   5.6  I   0.0  I  11.1  I   5.6  I   0.0  I  38.9  I   0.0  I  27.8  I   0.7
         I   1.0  I   1.1  I   0.0  I   0.8  I   0.5  I   0.0  I   0.6  I   0.0  I   1.0  I
         I   0.1  I   0.0  I   0.0  I   0.1  I   0.0  I   0.0  I   0.3  I   0.0  I   0.2  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   3.00  I    10  I     7  I     7  I    25  I    15  I     2  I    63  I     1  I    44  I   174
         I   5.7  I   4.0  I   4.0  I  14.4  I   8.6  I   1.1  I  36.2  I   0.6  I  25.3  I   6.5
         I   5.0  I   7.9  I   4.4  I   9.7  I   8.0  I   6.5  I   5.0  I  16.7  I   8.8  I
         I   0.4  I   0.3  I   0.3  I   0.9  I   0.6  I   0.1  I   2.3  I   0.0  I   1.6  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   4.00  I    45  I    20  I    54  I    82  I    45  I    12  I   256  I     1  I   111  I   626
         I   7.2  I   3.2  I   8.6  I  13.1  I   7.2  I   1.9  I  40.9  I   0.2  I  17.7  I  23.3
         I  22.5  I  22.5  I  34.2  I  31.9  I  23.9  I  38.7  I  20.3  I  16.7  I  22.2  I
         I   1.7  I   0.7  I   2.0  I   3.0  I   1.7  I   0.4  I   9.5  I   0.0  I   4.1  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   5.00  I    52  I    18  I    38  I    74  I    60  I     7  I   360  I     3  I   134  I   746
         I   7.0  I   2.4  I   5.1  I   9.9  I   8.0  I   0.9  I  48.3  I   0.4  I  18.0  I  27.7
         I  26.0  I  20.2  I  24.1  I  28.8  I  31.9  I  22.6  I  28.6  I  50.0  I  26.7  I
         I   1.9  I   0.7  I   1.4  I   2.8  I   2.2  I   0.3  I  13.4  I   0.1  I   5.0  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   6.00  I    44  I    17  I    37  I    40  I    37  I     6  I   231  I     1  I    84  I   497
         I   8.9  I   3.4  I   7.4  I   8.0  I   7.4  I   1.2  I  46.5  I   0.2  I  16.9  I  18.5
         I  22.0  I  19.1  I  23.4  I  15.6  I  19.7  I  19.4  I  18.3  I  16.7  I  16.8  I
         I   1.6  I   0.6  I   1.4  I   1.5  I   1.4  I   0.2  I   3.6  I   0.0  I   3.1  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   7.00  I    25  I    14  I    13  I    21  I    14  I     4  I   154  I     0  I    55  I   300
         I   8.3  I   4.7  I   4.3  I   7.0  I   4.7  I   1.3  I  51.3  I   0.0  I  18.3  I  11.2
         I  12.5  I  15.7  I   8.2  I   8.2  I   7.4  I  12.9  I  12.2  I   0.0  I  11.0  I
         I   0.9  I   0.5  I   0.5  I   0.8  I   0.5  I   0.1  I   5.7  I   0.0  I   2.0  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   8.00  I    12  I     5  I     6  I     9  I     5  I     0  I    75  I     0  I    28  I   140
         I   8.6  I   3.6  I   4.3  I   6.4  I   3.6  I   0.0  I  53.6  I   0.0  I  20.0  I   5.2
         I   6.0  I   5.6  I   3.8  I   3.5  I   2.7  I   0.0  I   6.0  I   0.0  I   5.6  I
         I   0.4  I   0.2  I   0.2  I   0.3  I   0.2  I   0.0  I   2.8  I   0.0  I   1.0  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   9.00  I    10  I     7  I     3  I     4  I    11  I     0  I   114  I     0  I    40  I   189
 OR MORE I   5.3  I   3.7  I   1.6  I   2.1  I   5.8  I   0.0  I  60.3  I   0.0  I  21.2  I   7.0
         I   5.0  I   7.9  I   1.9  I   1.6  I   5.9  I   0.0  I   9.0  I   0.0  I   8.0  I
         I   0.4  I   0.3  I   0.1  I   0.1  I   0.4  I   0.0  I   4.2  I   0.0  I   1.5  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  CCLUMN      200       89      158      257      188       31     1260        6      501     2690
  TOTAL       7.4      3.3      5.9      9.6      7.0      1.2     46.8      0.2     18.6    100.0

OF MISSING OBSERVATIONS =       17
```

Table IV-83

Relationship Between Number of People in House (Item 5) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
     COUNT  I
   ROW PCT  IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
   COL PCT  IRY       OOL               OW         TOTAL
   TOT PCT  I   1.00I    2.00I    3.00I    4.00I
  --------I--------I--------I--------I--------I
     2.00  I     0  I     1  I     2  I    15  I     18
           I   0.0  I   5.6  I  11.1  I  83.3  I    0.7
           I   0.0  I   0.3  I   0.2  I   1.0  I
           I   0.0  I   0.0  I   0.1  I   0.6  I
          -I--------I--------I--------I--------I
     3.00  I     4  I    22  I    44  I   104  I    174
           I   2.3  I  12.6  I  25.3  I  59.8  I    6.5
           I   7.1  I   7.5  I   5.2  I   7.0  I
           I   0.1  I   0.8  I   1.6  I   3.9  I
          -I--------I--------I--------I--------I
     4.00  I    13  I    74  I   217  I   318  I    622
           I   2.1  I  11.9  I  34.9  I  51.1  I   23.2
           I  23.2  I  25.1  I  25.6  I  21.5  I
           I   0.5  I   2.8  I   8.1  I  11.9  I
          -I--------I--------I--------I--------I
     5.00  I    12  I    93  I   263  I   376  I    744
           I   1.6  I  12.5  I  35.3  I  50.5  I   27.8
           I  21.4  I  31.5  I  31.0  I  25.4  I
           I   0.4  I   3.5  I   9.8  I  14.0  I
          -I--------I--------I--------I--------I
     6.00  I    10  I    51  I   158  I   276  I    495
           I   2.0  I  10.3  I  31.9  I  55.8  I   18.5
           I  17.9  I  17.3  I  18.6  I  18.6  I
           I   0.4  I   1.9  I   5.9  I  10.3  I
          -I--------I--------I--------I--------I
     7.00  I    11  I    24  I    72  I   193  I    300
           I   3.7  I   8.0  I  24.0  I  64.3  I   11.2
           I  19.6  I   8.1  I   8.5  I  13.0  I
           I   0.4  I   0.9  I   2.7  I   7.2  I
          -I--------I--------I--------I--------I
     8.00  I     2  I    15  I    48  I    75  I    140
           I   1.4  I  10.7  I  34.3  I  53.6  I    5.2
           I   3.6  I   5.1  I   5.7  I   5.1  I
           I   0.1  I   0.6  I   1.8  I   2.8  I
          -I--------I--------I--------I--------I
     9.00  I     4  I    15  I    44  I   124  I    187
NINE OR MORE I   2.1  I   8.0  I  23.5  I  66.3  I    7.0
           I   7.1  I   5.1  I   5.2  I   8.4  I
           I   0.1  I   0.6  I   1.6  I   4.6  I
          -I--------I--------I--------I--------I
    COLUMN       56      295      848     1481      2680
     TOTAL      2.1     11.0     31.6     55.3     100.0

NUMBER OF MISSING OBSERVATIONS =       27
```

Table IV-84

Relationship Between Number of People in House (Item 5) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

COUNT ROW PCT COL PCT TOT PCT	ELEMENTARY 1.00	HIGH SCHOOL 2.00	COLLEGE 3.00	DON'T KNOW 4.00	ROW TOTAL
2.00	2	2	7	7	18
	11.1	11.1	38.9	38.9	0.7
	4.4	0.4	0.9	0.5	
	0.1	0.1	0.3	0.3	
3.00	3	37	49	85	174
	1.7	21.3	28.2	48.9	6.5
	6.7	7.2	6.4	6.2	
	0.1	1.4	1.8	3.2	
4.00	6	153	190	276	625
	1.0	24.5	30.4	44.2	23.3
	13.3	29.7	25.0	20.2	
	0.2	5.7	7.1	10.3	
5.00	14	135	233	362	744
	1.9	18.1	31.3	48.7	27.7
	31.1	26.2	30.7	26.5	
	0.5	5.0	8.7	13.5	
6.00	11	86	133	266	496
	2.2	17.3	26.8	53.6	18.5
	24.4	16.7	17.5	19.5	
	0.4	3.2	5.0	9.9	
7.00	6	40	71	183	300
	2.0	13.3	23.7	61.0	11.2
	13.3	7.8	9.3	13.4	
	0.2	1.5	2.6	6.8	
8.00	1	31	36	72	140
	0.7	22.1	25.7	51.4	5.2
	2.2	6.0	4.7	5.3	
	0.0	1.2	1.3	2.7	
9.00 NINE OR MORE	2	32	41	114	189
	1.1	16.9	21.7	60.3	7.0
	4.4	6.2	5.4	8.4	
	0.1	1.2	1.5	4.2	
COLUMN TOTAL	45	516	760	1365	2686
	1.7	19.2	28.3	50.8	100.0

NUMBER OF MISSING OBSERVATIONS = 21

Table IV-85

Relationship Between Type of House (Item 6) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
    CCUNT   I
    ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
    CCL PCT ID                                           WNER     HOME     NMENT    OW         TOTAL
    TCT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
    --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
      1.00  I   136  I   204  I   433  I   101  I   259  I   209  I     6  I    10  I   780  I  2138
SINGLE FAM  I   6.4  I   9.5  I  20.3  I   4.7  I  12.1  I   9.8  I   0.3  I   0.5  I  36.5  I  79.1
            I  74.7  I  79.1  I  80.3  I  84.2  I  90.6  I  92.1  I  54.5  I  76.9  I  73.1  I
            I   5.0  I   7.5  I  16.0  I   3.7  I   9.6  I   7.7  I   0.2  I   0.4  I  28.9  I
           -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
      2.00  I    35  I    40  I    79  I    18  I    20  I    13  I     2  I     1  I   193  I   401
MULT FAM    I   8.7  I  10.0  I  19.7  I   4.5  I   5.0  I   3.2  I   0.5  I   0.2  I  48.1  I  14.8
            I  19.2  I  15.5  I  14.7  I  15.0  I   7.0  I   5.7  I  18.2  I   7.7  I  18.1  I
            I   1.3  I   1.5  I   2.9  I   0.7  I   0.7  I   0.5  I   0.1  I   0.0  I   7.1  I
           -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
      3.00  I     8  I     9  I    24  I     1  I     6  I     4  I     2  I     2  I    86  I   142
APT         I   5.6  I   6.3  I  16.9  I   0.7  I   4.2  I   2.8  I   1.4  I   1.4  I  60.6  I   5.3
            I   4.4  I   3.5  I   4.5  I   0.8  I   2.1  I   1.8  I  18.2  I  15.4  I   8.1  I
            I   0.3  I   0.3  I   0.9  I   0.0  I   0.2  I   0.1  I   0.1  I   0.1  I   3.2  I
           -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
      4.00  I     3  I     5  I     3  I     0  I     1  I     1  I     1  I     0  I     8  I    22
TRAILER     I  13.6  I  22.7  I  13.6  I   0.0  I   4.5  I   4.5  I   4.5  I   0.0  I  36.4  I   0.8
            I   1.6  I   1.9  I   0.6  I   0.0  I   0.3  I   0.4  I   9.1  I   0.0  I   0.7  I
            I   0.1  I   0.2  I   0.1  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.3  I
           -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
    CCLUMN      182      258      539      120      286      227       11       13     1067     2703
     TOTAL      6.7      9.5     19.9      4.4     10.6      8.4      0.4      0.5     39.5    100.0

NUMBER OF MISSING OBSERVATIONS =        4
```

Table IV-86

Relationship Between Type of House (Item 6) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
             CCUNT   I
             RCW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN
             CCL PCT ID                                             WNER     HOME     NMENT    OW
             TCT PCT I     1.00I     2.00I     3.00I     4.00I     5.00I     6.00I     7.00I     8.00I     9.00I
                   --------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                      1.00 I   149   I    73   I   125   I   211   I   172   I    26   I  1007   I     5   I   371   I   21
     SINGLE FAM            I   7.0   I   3.4   I   5.8   I   9.9   I   8.0   I   1.2   I  47.1   I   0.2   I  17.3   I   79
                           I  74.1   I  81.1   I  79.1   I  81.5   I  91.5   I  83.9   I  79.5   I  83.3   I  73.6   I
                           I   5.5   I   2.7   I   4.6   I   7.8   I   6.4   I   1.0   I  37.2   I   0.2   I  13.7   I
                          -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                      2.00 I    36   I    15   I    24   I    33   I    12   I     4   I   182   I     1   I    54   I    4
     MULT FAM              I   9.0   I   3.7   I   6.0   I   8.2   I   3.0   I   1.0   I  45.4   I   0.2   I  23.4   I   14
                           I  17.9   I  16.7   I  15.2   I  12.7   I   6.4   I  12.9   I  14.4   I  16.7   I  19.7   I
                           I   1.3   I   0.6   I   0.9   I   1.2   I   0.4   I   0.1   I   6.7   I   0.0   I   3.5   I
                          -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                      3.00 I    14   I     2   I     9   I    13   I     2   I     0   I    68   I     0   I    34   I    1
     APT                   I   9.9   I   1.4   I   6.3   I   9.2   I   1.4   I   0.0   I  47.9   I   0.0   I  23.9   I    5
                           I   7.0   I   2.2   I   5.7   I   5.0   I   1.1   I   0.0   I   5.4   I   0.0   I   6.7   I
                           I   0.5   I   0.1   I   0.3   I   0.5   I   0.1   I   0.0   I   2.5   I   0.0   I   1.3   I
                          -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                      4.00 I     2   I     0   I     0   I     2   I     2   I     1   I    10   I     0   I     5   I
     TRAILER               I   9.1   I   0.0   I   0.0   I   9.1   I   9.1   I   4.5   I  45.5   I   0.0   I  22.7   I    0
                           I   1.0   I   0.0   I   0.0   I   0.8   I   1.1   I   3.2   I   0.8   I   0.0   I   1.0   I
                           I   0.1   I   0.0   I   0.0   I   0.1   I   0.1   I   0.0   I   0.4   I   0.0   I   0.2   I
                          -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                    COLUMN      201        90       158       259       188        31      1267         6       504      270
                     TOTAL      7.4       3.3       5.8       9.6       7.0       1.1      46.9       0.2      18.6      100

NUMBER OF MISSING OBSERVATIONS =        3
```

Table IV-87

Relationship Between Type of House (Item 6) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
                  COUNT   I
                  ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
                  COL PCT IRY       OOL               OW         TOTAL
                  TOT PCT I   1.00I    2.00I    3.00I    4.00I
                  --------I--------I--------I--------I--------I
                     1.00 I    43  I   246  I   742  I  1100  I  2131
   SINGLE FAM             I   2.0  I  11.5  I  34.8  I  51.6  I  79.1
                          I  76.8  I  83.4  I  87.1  I  73.8  I
                          I   1.6  I   9.1  I  27.5  I  40.8  I
                         -I--------I--------I--------I--------I
                     2.00 I     8  I    37  I    76  I   280  I   401
   MULT FAM               I   2.0  I   9.2  I  19.0  I  69.8  I  14.9
                          I  14.3  I  12.5  I   8.9  I  18.8  I
                          I   0.3  I   1.4  I   2.8  I  10.4  I
                         -I--------I--------I--------I--------I
                     3.00 I     4  I    11  I    32  I    94  I   141
   APT                    I   2.8  I   7.8  I  22.7  I  66.7  I   5.2
                          I   7.1  I   3.7  I   3.8  I   6.3  I
                          I   0.1  I   0.4  I   1.2  I   3.5  I
                         -I--------I--------I--------I--------I
                     4.00 I     1  I     1  I     2  I    17  I    21
   TRAILER                I   4.8  I   4.8  I   9.5  I  81.0  I   0.8
                          I   1.8  I   0.3  I   0.2  I   1.1  I
                          I   0.0  I   0.0  I   0.1  I   0.6  I
                         -I--------I--------I--------I--------I
                   COLUMN       56      295      852     1491     2694
                    TOTAL      2.1     11.0     31.6     55.3    100.0

NUMBER OF MISSING OBSERVATIONS =        13
```

Table IV-88

Relationship Between Type of House (Item 6) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
                   CCUNT   I
                 ROW PCT   IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
                 CCL PCT   IRY       OOL               OW         TOTAL
                 TCT PCT   I    1.00I    2.00I    3.00I    4.00I
                 ---------I--------I--------I--------I--------I
                    1.00   I     29 I   431  I    642 I  1034  I   2136
       SINGLE FAM          I    1.4 I  20.2  I   30.1 I  48.4  I   79.1
                           I   64.4 I  83.2  I   83.9 I  75.4  I
                           I    1.1 I  16.0  I   23.8 I  38.3  I
                          -I--------I--------I--------I--------I
                    2.00   I     10 I    63  I     82 I   246  I    401
       MULT FAM            I    2.5 I  15.7  I   20.4 I  61.3  I   14.9
                           I   22.2 I  12.2  I   10.7 I  17.9  I
                           I    0.4 I   2.3  I    3.0 I   9.1  I
                          -I--------I--------I--------I--------I
                    3.00   I      6 I    20  I     38 I    78  I    142
       APT                 I    4.2 I  14.1  I   26.8 I  54.9  I    5.3
                           I   13.3 I   3.9  I    5.0 I   5.7  I
                           I    0.2 I   0.7  I    1.4 I   2.9  I
                          -I--------I--------I--------I--------I
                    4.00   I      0 I     4  I      3 I    14  I     21
       TRAILER             I    0.0 I  19.0  I   14.3 I  66.7  I    0.8
                           I    0.0 I   0.8  I    0.4 I   1.0  I
                           I    0.0 I   0.1  I    0.1 I   0.5  I
                          -I--------I--------I--------I--------I
                  CCLUMN         45      518      765     1372      2700
                   TOTAL        1.7     19.2     28.3     50.8     100.0

    NUMBER OF MISSING CBSERVATICNS =          7
```

Table IV-89

Relationship Between Number of Rooms in House (Item 7) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
  COUNT  I
ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN    ROW
COL PCT  ID                                             WNER     HOME     NMENT    OW        TOTAL
TOT PCT  I     1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   1.00  I     0  I     0  I     0  I     0  I     0  I     0  I     0  I     0  I     1  I      1
         I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I 100.0  I    0.0
         I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.1  I
         I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   2.00  I     0  I     1  I     0  I     0  I     0  I     0  I     0  I     0  I     5  I      6
         I   0.0  I  16.7  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I  83.3  I    0.2
         I   0.0  I   0.4  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.5  I
         I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.2  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   3.00  I     1  I     1  I     9  I     0  I     0  I     0  I     0  I     0  I    19  I     30
         I   3.3  I   3.3  I  30.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I  63.3  I    1.1
         I   0.6  I   0.4  I   1.7  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   1.8  I
         I   0.0  I   0.0  I   0.3  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.7  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   4.00  I    11  I    11  I    33  I     5  I     8  I     6  I     2  I     1  I    70  I    147
         I   7.5  I   7.5  I  22.4  I   3.4  I   5.4  I   4.1  I   1.4  I   0.7  I  47.6  I    5.5
         I   6.1  I   4.3  I   6.1  I   4.2  I   2.8  I   2.7  I  18.2  I   7.7  I   6.6  I
         I   0.4  I   0.4  I   1.2  I   0.2  I   0.3  I   0.2  I   0.1  I   0.0  I   2.6  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   5.00  I    32  I    60  I    88  I    12  I    32  I    24  I     2  I     2  I   236  I    488
         I   6.6  I  12.3  I  18.0  I   2.5  I   6.6  I   4.9  I   0.4  I   0.4  I  48.4  I   18.1
         I  17.8  I  23.3  I  16.4  I  10.0  I  11.3  I  10.7  I  18.2  I  15.4  I  22.2  I
         I   1.2  I   2.2  I   3.3  I   0.4  I   1.2  I   0.9  I   0.1  I   0.1  I   8.8  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   6.00  I    50  I    66  I   136  I    31  I    49  I    29  I     1  I     3  I   270  I    635
         I   7.9  I  10.4  I  21.4  I   4.9  I   7.7  I   4.6  I   0.2  I   0.5  I  42.5  I   23.6
         I  27.8  I  25.6  I  25.3  I  25.8  I  17.3  I  12.9  I   9.1  I  23.1  I  25.4  I
         I   1.9  I   2.5  I   5.1  I   1.2  I   1.8  I   1.1  I   0.0  I   0.1  I  10.0  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   7.00  I    34  I    50  I   103  I    27  I    46  I    40  I     4  I     2  I   187  I    493
         I   6.9  I  10.1  I  20.9  I   5.5  I   9.3  I   8.1  I   0.8  I   0.4  I  37.9  I   18.3
         I  18.9  I  19.4  I  19.2  I  22.5  I  16.2  I  17.8  I  36.4  I  15.4  I  17.6  I
         I   1.3  I   1.9  I   3.8  I   1.0  I   1.7  I   1.5  I   0.1  I   0.1  I   6.9  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   8.00  I    32  I    35  I    80  I    18  I    49  I    58  I     1  I     0  I   130  I    403
         I   7.9  I   8.7  I  19.9  I   4.5  I  12.2  I  14.4  I   0.2  I   0.0  I  32.3  I   15.0
         I  17.8  I  13.6  I  14.9  I  15.0  I  17.3  I  25.8  I   9.1  I   0.0  I  12.2  I
         I   1.2  I   1.3  I   3.0  I   0.7  I   1.8  I   2.2  I   0.0  I   0.0  I   4.8  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   9.00  I    20  I    34  I    88  I    27  I   100  I    68  I     1  I     5  I   146  I    489
INE OR MORE  4.1  I   7.0  I  18.0  I   5.5  I  20.4  I  13.9  I   0.2  I   1.0  I  29.9  I   18.2
         I  11.1  I  13.2  I  16.4  I  22.5  I  35.2  I  30.2  I   9.1  I  38.5  I  13.7  I
         I   0.7  I   1.3  I   3.3  I   1.0  I   3.7  I   2.5  I   0.0  I   0.2  I   5.4  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  COLUMN      180      258      537      120      284      225       11       13     1064     2692
   TOTAL      6.7      9.6     19.9      4.5     10.5      8.4      0.4      0.5     39.5    100.0

DER OF MISSING OBSERVATIONS =       15
```

Table IV-90

Relationship Between Number of Rooms in House (Item 7) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
 COUNT   I
 ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN    ROW
 COL PCT ID                                            WNER     HOME     NMENT    OW          TOTAL
 TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
 --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   1.00  I      0 I      0 I      0 I      0 I      0 I      0 I      1 I      0 I      0 I      1
         I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I  100.0 I    0.0 I    0.0 I    0.0
         I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.1 I    0.0 I    0.0 I
         I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   2.00  I      0 I      0 I      0 I      0 I      0 I      0 I      4 I      0 I      2 I      6
         I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I   66.7 I    0.0 I   33.3 I    0.2
         I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.3 I    0.0 I    0.4 I
         I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.1 I    0.0 I    0.1 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   3.00  I      1 I      2 I      2 I      2 I      1 I      0 I     17 I      0 I      5 I     30
         I    3.3 I    6.7 I    6.7 I    6.7 I    3.3 I    0.0 I   56.7 I    0.0 I   16.7 I    1.1
         I    0.5 I    2.2 I    1.3 I    0.8 I    0.5 I    0.0 I    1.4 I    0.0 I    1.0 I
         I    0.0 I    0.1 I    0.1 I    0.1 I    0.0 I    0.0 I    0.6 I    0.0 I    0.2 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   4.00  I     15 I      5 I      6 I      8 I      6 I      4 I     63 I      0 I     40 I    147
         I   10.2 I    3.4 I    4.1 I    5.4 I    4.1 I    2.7 I   42.9 I    0.0 I   27.2 I    5.5
         I    7.5 I    5.6 I    3.8 I    3.1 I    3.2 I   12.9 I    5.0 I    0.0 I    7.9 I
         I    0.6 I    0.2 I    0.2 I    0.3 I    0.2 I    0.1 I    2.3 I    0.0 I    1.5 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   5.00  I     45 I     19 I     25 I     47 I     17 I      5 I    220 I      0 I    110 I    488
         I    9.2 I    3.9 I    5.1 I    9.6 I    3.5 I    1.0 I   45.1 I    0.0 I   22.5 I   18.1
         I   22.4 I   21.1 I   15.8 I   18.1 I    9.0 I   16.1 I   17.5 I    0.0 I   21.8 I
         I    1.7 I    0.7 I    0.9 I    1.7 I    0.6 I    0.2 I    8.2 I    0.0 I    4.1 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   6.00  I     46 I     15 I     42 I     70 I     33 I      5 I    298 I      2 I    124 I    635
         I    7.2 I    2.4 I    6.6 I   11.0 I    5.2 I    0.8 I   46.9 I    0.3 I   19.5 I   23.6
         I   22.9 I   16.7 I   26.6 I   27.0 I   17.5 I   16.1 I   23.7 I   33.3 I   24.6 I
         I    1.7 I    0.6 I    1.6 I    2.6 I    1.2 I    0.2 I   11.1 I    0.1 I    4.6 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   7.00  I     32 I     18 I     39 I     60 I     34 I      4 I    213 I      2 I     92 I    494
         I    6.5 I    3.6 I    7.9 I   12.1 I    6.9 I    0.8 I   43.1 I    0.4 I   18.6 I   18.3
         I   15.9 I   20.0 I   24.7 I   23.2 I   18.0 I   12.9 I   17.0 I   33.3 I   18.3 I
         I    1.2 I    0.7 I    1.4 I    2.2 I    1.3 I    0.1 I    7.9 I    0.1 I    3.4 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   8.00  I     25 I     17 I     22 I     33 I     46 I      6 I    200 I      0 I     54 I    403
         I    6.2 I    4.2 I    5.5 I    8.2 I   11.4 I    1.5 I   49.6 I    0.0 I   13.4 I   15.0
         I   12.4 I   18.9 I   13.9 I   12.7 I   24.3 I   19.4 I   15.9 I    0.0 I   10.7 I
         I    0.9 I    0.6 I    0.8 I    1.2 I    1.7 I    0.2 I    7.4 I    0.0 I    2.0 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   9.00  I     37 I     14 I     22 I     39 I     52 I      7 I    239 I      2 I     77 I    489
E OR MORE I    7.6 I    2.9 I    4.5 I    8.0 I   10.6 I    1.4 I   48.9 I    0.4 I   15.7 I   18.2
         I   18.4 I   15.6 I   13.9 I   15.1 I   27.5 I   22.6 I   19.0 I   33.3 I   15.3 I
         I    1.4 I    0.5 I    0.8 I    1.4 I    1.9 I    0.3 I    8.9 I    0.1 I    2.9 I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
  COLUMN      201       90      158      259      189       31     1255        6      504    2693
  TOTAL       7.5      3.3      5.9      9.6      7.0      1.2     46.6      0.2     18.7   100.0

R OF MISSING OBSERVATIONS =      14
```

Table IV-91

Relationship Between Number of Rooms in House (Item 7) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

COUNT ROW PCT COL PCT TOT PCT	ELEMENTARY 1.00	HIGH SCHOOL 2.00	COLLEGE 3.00	DON'T KNOW 4.00	ROW TOTAL
1.00	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.1 0.0	1 0.0
2.00	0 0.0 0.0 0.0	1 16.7 0.3 0.0	1 16.7 0.1 0.0	4 66.7 0.3 0.1	6 0.2
3.00	1 3.3 1.8 0.0	2 6.7 0.7 0.1	5 16.7 0.6 0.2	22 73.3 1.5 0.8	30 1.1
4.00	3 2.0 5.4 0.1	20 13.6 6.8 0.7	27 18.4 3.2 1.0	97 66.0 6.5 3.6	147 5.5
5.00	17 3.5 30.4 0.6	46 9.5 15.6 1.7	120 24.7 14.1 4.5	302 62.3 20.4 11.3	485 18.1
6.00	16 2.5 28.6 0.6	72 11.3 24.5 2.7	186 29.3 21.9 6.9	361 56.9 24.3 13.5	635 23.7
7.00	11 2.2 19.6 0.4	58 11.8 19.7 2.2	143 29.1 16.8 5.3	280 56.9 18.9 10.4	492 18.3
8.00	4 1.0 7.1 0.1	50 12.4 17.0 1.9	151 37.6 17.8 5.6	197 49.0 13.3 7.3	402 15.0
9.00 NINE OR MORE	4 0.8 7.1 0.1	45 9.3 15.3 1.7	216 44.5 25.4 8.1	220 45.4 14.8 6.2	485 18.1
COLUMN TOTAL	56 2.1	294 11.0	849 31.6	1464 55.3	2683 100.0

NUMBER OF MISSING OBSERVATIONS = 24

Table IV-92

Relationship Between Number of Rooms in House (Item 7) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

COUNT ROW PCT COL PCT TOT PCT	ELEMENTARY 1.00	HIGH SCHOOL 2.00	COLLEGE 3.00	DON'T KNOW 4.00	ROW TOTAL
1.00	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.1 0.0	1 0.0
2.00	0 0.0 0.0 0.0	1 16.7 0.2 0.0	1 16.7 0.1 0.0	4 66.7 0.3 0.1	6 0.2
3.00	0 0.0 0.0 0.0	4 13.3 0.8 0.1	7 23.3 0.9 0.3	19 63.3 1.4 0.7	30 1.1
4.00	3 2.0 6.7 0.1	24 16.3 4.7 0.9	35 23.8 4.6 1.3	85 57.8 6.2 3.2	147 5.5
5.00	13 2.7 28.9 0.5	97 19.9 18.8 3.6	108 22.2 14.2 4.0	269 55.2 19.7 10.0	487 18.1
6.00	14 2.2 31.1 0.5	132 20.8 25.6 4.9	148 23.3 19.4 5.5	341 53.7 25.0 12.7	635 23.6
7.00	11 2.2 24.4 0.4	98 19.9 19.0 3.6	128 26.0 16.8 4.8	255 51.8 18.7 9.5	492 18.3
8.00	3 0.7 6.7 0.1	84 20.8 16.3 3.1	131 32.5 17.2 4.9	185 45.9 13.5 6.9	403 15.0
9.00 NINE OR MORE	1 0.2 2.2 0.0	76 15.6 14.7 2.8	204 41.8 26.8 7.6	207 42.4 15.2 7.7	488 18.1
COLUMN TOTAL	45 1.7	516 19.2	762 28.3	1366 50.8	2689 100.0

NUMBER OF MISSING OBSERVATIONS = 18

Table IV-93

Relationship Between Availability of Encyclopedia or Dictionary in the Home (Item 8) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
          COUNT   I
          ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
          COL PCT ID                                           WNER     HOME     NMENT    OW         TOTAL
          TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00  I   162  I   235  I   511  I   114  I   279  I   218  I     9  I    12  I   921  I   246
YES               I   6.6  I   9.5  I  20.8  I   4.6  I  11.3  I   8.9  I   0.4  I   0.5  I  37.4  I   91.
                  I  89.0  I  91.1  I  94.8  I  95.0  I  97.6  I  96.0  I  81.8  I  92.3  I  66.3  I
                  I   5.0  I   8.7  I  18.9  I   4.2  I  10.3  I   8.1  I   0.3  I   0.4  I  34.1  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00  I    20  I    23  I    28  I     6  I     7  I     9  I     2  I     1  I   146  I    24
NO                I   8.3  I   9.5  I  11.6  I   2.5  I   2.9  I   3.7  I   0.8  I   0.4  I  60.3  I    9.
                  I  11.0  I   8.9  I   5.2  I   5.0  I   2.4  I   4.0  I  18.2  I   7.7  I  13.7  I
                  I   0.7  I   0.9  I   1.0  I   0.2  I   0.3  I   0.3  I   0.1  I   0.0  I   5.4  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN      182      258      539      120      286      227       11       13     1067    . 270
           TOTAL      6.7      9.5     19.9      4.4     10.6      8.4      0.4      0.5     39.5    100.

NUMBER OF MISSING OBSERVATIONS =        4
```

Table IV-94

Relationship Between Availability of Encyclopedia or Dictionary in the Home (Item 8) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
         COUNT  I
       ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
       COL PCT  ID                                           WNER     HOME     NMENT    OW        TOTAL
       TOT PCT  I     1.00I     2.00I     3.00I     4.00I     5.00I     6.00I     7.00I     8.00I     9.00I
       ---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          1.00  I   175   I    84   I   146   I   246   I   173   I    30   I  1153   I     6   I   444   I  2462
YES             I   7.1   I   3.4   I   5.9   I  10.0   I   7.2   I   1.2   I  46.8   I   0.2   I  18.0   I  91.1
                I  87.1   I  93.3   I  92.4   I  95.0   I  94.2   I  96.8   I  91.1   I 100.0   I  87.9   I
                I   6.5   I   3.1   I   5.4   I   9.1   I   6.6   I   1.1   I  42.6   I   0.2   I  16.4   I
               -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          2.00  I    26   I     6   I    12   I    13   I    11   I     1   I   112   I     0   I    61   I   242
NO              I  10.7   I   2.5   I   5.0   I   5.4   I   4.5   I   0.4   I  46.3   I   0.0   I  25.2   I   8.9
                I  12.9   I   6.7   I   7.6   I   5.0   I   5.8   I   3.2   I   8.9   I   0.0   I  12.1   I
                I   1.0   I   0.2   I   0.4   I   0.5   I   0.4   I   0.0   I   4.1   I   0.0   I   2.3   I
               -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
        COLUMN      201        90       158       259       189        31      1265         6       505      2704
         TOTAL      7.4       3.3       5.8       9.6       7.0       1.1      46.8       0.2      13.7     100.0

UMBER OF MISSING OBSERVATIONS =          3
```

Table IV-95

Relationship Between Availability of Encyclopedia or Dictionary in the Home (Item 8) and Father's Level of Education (Item 1

Fourth Grade, N = 2707

```
           CCUNT   I
         RCW PCT   IELEMENTA HIGH SCH COLLEGE  DON'T KN    RCW
         CCL PCT   IRY        OOL               OW         TOTAL
         TCT PCT   I    1.00I    2.00I    3.00I    4.00I
         ---------I--------I--------I--------I--------I
            1.00   I    52  I   280  I   811  I  1310  I   2453
 YES               I    2.1 I   11.4 I   33.1 I   53.4 I   91.1
                   I   92.9 I   94.9 I   95.2 I   87.9 I
                   I    1.9 I   10.4 I   30.1 I   48.6 I
                  -I--------I--------I--------I--------I
            2.00   I     4  I    15  I    41  I   181  I    241
 NO                I    1.7 I    6.2 I   17.0 I   75.1 I    8.9
                   I    7.1 I    5.1 I    4.8 I   12.1 I
                   I    0.1 I    0.6 I    1.5 I    6.7 I
                  -I--------I--------I--------I--------I
          CCLUMN         56      295      852     1491     2694
           TCTAL         2.1     11.0     31.6     55.3    100.0

NUMBER OF MISSING CBSERVATIONS =        13
```

Table IV-96

Relationship Between Availability of Encyclopedia or Dictionary in the Home (Item 8) and Mother's Level of Education (Item 2

Fourth Grade, N = 2707

```
            CCUNT   I
           RCW PCT  IELEMENTA HIGH SCH COLLEGE  DON'T KN    ROW
           CCL PCT  IRY       OOL               OW         TOTAL
           TCT PCT  I    1.00I    2.00I    3.00I    4.00I
           ---------I--------I--------I--------I--------I
              1.00  I     40 I    485 I    735 I   1199 I   2459
  YES               I    1.6 I   19.7 I   29.9 I   48.8 I   91.1
                    I   88.9 I   93.6 I   96.1 I   87.4 I
                    I    1.5 I   18.0 I   27.2 I   44.4 I
                   -I--------I--------I--------I--------I
              2.00  I      5 I     33 I     30 I    173 I    241
  NO                I    2.1 I   13.7 I   12.4 I   71.8 I    8.9
                    I   11.1 I    6.4 I    3.9 I   12.6 I
                    I    0.2 I    1.2 I    1.1 I    6.4 I
                   -I--------I--------I--------I--------I
           CCLUMN         45      518      765     1372     2700
           TCTAL         1.7     19.2     28.3     50.8    100.0

NUMBER OF MISSING CBSERVATICNS =         7
```

Table IV-97

Relationship Between Availability of Newspapers or Magazines in the House (Item 9) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
         COUNT   I
        ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR C STAYS AT ENTERTAI DON'T KN   ROW
        COL PCT  ID                                            WNER     HOME     NMENT    OW         TOTAL
        TOT PCT  I     1.00I     2.00I     3.00I     4.00I     5.00I     6.00I     7.00I     8.00I     9.00I
        ---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
           1.00  I   171   I   252   I   525   I   119   I   283   I   224   I    11   I    12   I  1017   I  2614
YES              I   6.5   I   9.6   I  20.1   I   4.6   I  10.8   I   8.6   I   0.4   I   0.5   I  38.9   I  96.7
                 I  94.0   I  97.7   I  97.6   I  99.2   I  99.3   I  98.7   I 100.0   I  92.3   I  95.1   I
                 I   6.3   I   9.3   I  19.4   I   4.4   I  10.5   I   8.3   I   0.4   I   0.4   I  37.6   I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
           2.00  I    11   I     6   I    13   I     1   I     2   I     3   I     0   I     1   I    52   I    89
NO               I  12.4   I   6.7   I  14.6   I   1.1   I   2.2   I   3.4   I   0.0   I   1.1   I  58.4   I   3.3
                 I   6.0   I   2.3   I   2.4   I   0.8   I   0.7   I   1.3   I   0.0   I   7.7   I   4.9   I
                 I   0.4   I   0.2   I   0.5   I   0.0   I   0.1   I   0.1   I   0.0   I   0.0   I   1.9   I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
         COLUMN      182       258       538       120       285       227        11        13      1064      2703
          TOTAL      6.7       9.5      19.9       4.4      10.5       8.4       0.4       0.5      39.5     100.0

UMBER OF MISSING OBSERVATIONS =        4
```

Table IV-98

Relationship Between Availability of Newspapers or Magazines in the House (Item 9) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
          CCUNT   I
          RCW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DCN'T KN   RO
          CCL PCT ID                                           WNER     HCME     NMENT    CW        TOT
          TCT PCT I     1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00  I   188  I    88  I   154  I   252  I   188  I    30  I  1231  I     6  I   478  I   26
  YES             I   7.2  I   3.4  I   5.9  I   9.6  I   7.2  I   1.1  I  47.1  I   0.2  I  18.3  I   96.
                  I  93.5  I  97.8  I  97.5  I  97.7  I  99.5  I  96.8  I  97.2  I 100.0  I  94.7  I
                  I   7.0  I   3.3  I   5.7  I   9.3  I   7.0  I   1.1  I  45.5  I   0.2  I  17.7  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00  I    13  I     2  I     4  I     6  I     1  I     1  I    35  I     0  I    27  I    8
  NO              I  14.6  I   2.2  I   4.5  I   6.7  I   1.1  I   1.1  I  39.3  I   0.0  I  30.3  I    3.
                  I   6.5  I   2.2  I   2.5  I   2.3  I   0.5  I   3.2  I   2.8  I   0.0  I   5.3  I
                  I   0.5  I   0.1  I   0.1  I   0.2  I   0.0  I   0.0  I   1.3  I   0.0  I   1.0  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          CCLUMN      201       90      158      258      189       31     1266        6      505     270
           TCTAL      7.4      3.3      5.8      9.5      7.0      1.1     46.8      0.2     18.7    100.

NUMBER OF MISSING CBSERVATIONS =       3
```

Table IV-99

Relationship Between Availability of Newspapers or Magazines in the House (Item 9) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
           CCUNT   I
           RCW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   RCW
           CCL PCT IRY       OOL               OW        TOTAL
           TCT PCT I    1.00I    2.00I    3.00I    4.00I
           --------I--------I--------I--------I--------I
            1.00   I    54  I   287  I   840  I  1425  I  2606
  YES              I   2.1  I  11.0  I  32.2  I  54.7  I  96.7
                   I  96.4  I  97.3  I  98.7  I  95.5  I
                   I   2.0  I  10.7  I  31.2  I  52.9  I
                  -I--------I--------I--------I--------I
            2.00   I     2  I     8  I    11  I    67  I    88
  NO               I   2.3  I   9.1  I  12.5  I  76.1  I   3.3
                   I   3.6  I   2.7  I   1.3  I   4.5  I
                   I   0.1  I   0.3  I   0.4  I   2.5  I
                  -I--------I--------I--------I--------I
           CCLUMN        56      295      851     1492     2694
           TOTAL        2.1     11.0     31.6     55.4    100.0

NUMBER OF MISSING CBSERVATIONS =       13
```

Table IV-100

Relationship Between Availability of Newspapers or Magazines in the House (Item 9) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
           CCUNT   I
          RCW PCT  IELEMENTA HIGH SCH COLLEGE  DCN'T KN    ROW
          CCL PCT  IRY       OOL               OW          TOTAL
          TCT PCT  I    1.00I    2.00I    3.C0I    4.00I
          ---------I--------I--------I--------I--------I
            1.00   I    42  I   504  I   749  I  1316  I   2611
  YES              I   1.6  I  19.3  I  28.7  I  50.4  I   96.7
                   I  93.3  I  97.3  I  97.9  I  95.9  I
                   I   1.6  I  18.7  I  27.7  I  48.7  I
                  -I--------I--------I--------I--------I
            2.00   I     3  I    14  I    16  I    56  I     89
  NO               I   3.4  I  15.7  I  18.0  I  62.9  I    3.3
                   I   6.7  I   2.7  I   2.1  I   4.1  I
                   I   0.1  I   0.5  I   0.6  I   2.1  I
                  -I--------I--------I--------I--------I
          CCLUMN        45      518      765     1372      2700
           TCTAL       1.7     19.2     28.3     5C.8     100.0

NUMBER OF MISSING OBSERVATIONS =        7
```

Table IV-101

Relationship Between Number of Books in the Home (Item 10) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
          COUNT   I
        ROW PCT   IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
        COL PCT   ID                                             WNER     HOME     NMENT    OW         TOTAL
        TOT PCT   I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
        --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00  I    15  I    14  I     9  I     1  I     5  I     2  I     1  I     2  I    76  I    125
LESS THAN 10     I  12.0  I  11.2  I   7.2  I   0.8  I   4.0  I   1.6  I   0.8  I   1.6  I  60.8  I    4.6
                 I   8.3  I   5.4  I   1.7  I   0.8  I   1.8  I   0.9  I   9.1  I  15.4  I   7.1  I
                 I   0.6  I   0.5  I   0.3  I   0.0  I   0.2  I   0.1  I   0.0  I   0.1  I   2.8  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00  I    21  I    49  I    62  I     8  I    15  I    21  I     2  I     3  I   191  I    372
10-25            I   5.6  I  13.2  I  16.7  I   2.2  I   4.0  I   5.6  I   0.5  I   0.8  I  51.3  I   13.8
                 I  11.6  I  19.1  I  11.6  I   6.7  I   5.3  I   9.3  I  18.2  I  23.1  I  17.9  I
                 I   0.8  I   1.8  I   2.3  I   0.3  I   0.6  I   0.8  I   0.1  I   0.1  I   7.1  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           3.00  I    69  I   100  I   238  I    43  I    84  I    64  I     5  I     5  I   349  I    957
26-100           I   7.2  I  10.4  I  24.9  I   4.5  I   8.8  I   6.7  I   0.5  I   0.5  I  36.5  I   35.5
                 I  38.1  I  38.9  I  44.4  I  35.8  I  29.5  I  28.3  I  45.5  I  38.5  I  32.7  I
                 I   2.6  I   3.7  I   8.8  I   1.6  I   3.1  I   2.4  I   0.2  I   0.2  I  12.9  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           4.00  I    76  I    94  I   227  I    68  I   181  I   139  I     3  I     3  I   451  I   1242
> 100            I   6.1  I   7.6  I  18.3  I   5.5  I  14.6  I  11.2  I   0.2  I   0.2  I  36.3  I   46.1
                 I  42.0  I  36.6  I  42.4  I  56.7  I  63.5  I  61.5  I  27.3  I  23.1  I  42.3  I
                 I   2.8  I   3.5  I   8.4  I   2.5  I   6.7  I   5.2  I   0.1  I   0.1  I  16.7  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      181      257      536      120      285      226       11       13     1067     2696
          TOTAL      6.7      9.5     19.9      4.5     10.6      8.4      0.4      0.5     39.6    100.0

UMBER OF MISSING OBSERVATIONS =        11
```

Table IV-102

Relationship Between Number of Books in the Home (Item 10) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
              CCUNT   I
              RCW PCT IUNSKILLE SEMI-SKI SKILLFD  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   RO
              CCL PCT ID                                           WNER     HOME     NMENT    CW         TOTA
              TOT PCT I     1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
              --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                1.00  I    13  I     2  I     8  I     5  I     2  I     0  I    63  I     0  I    32  I   12
LESS THAN 10          I  10.4  I   1.6  I   6.4  I   4.0  I   1.6  I   0.0  I  50.4  I   0.0  I  25.6  I   4.
                      I   6.5  I   2.2  I   5.1  I   1.9  I   1.1  I   0.0  I   5.0  I   0.0  I   6.4  I
                      I   0.5  I   0.1  I   0.3  I   0.2  I   0.1  I   0.0  I   2.3  I   0.0  I   1.2  I
                     -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                2.00  I    35  I    12  I    22  I    24  I    10  I     5  I   177  I     0  I    87  I   37
10-25                 I   9.4  I   3.2  I   5.9  I   6.5  I   2.7  I   1.3  I  47.6  I   0.0  I  23.4  I  13.
                      I  17.4  I  13.5  I  14.0  I   9.3  I   5.3  I  16.1  I  14.0  I   0.0  I  17.3  I
                      I   1.3  I   0.4  I   0.8  I   0.9  I   0.4  I   0.2  I   6.6  I   0.0  I   3.2  I
                     -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                3.00  I    74  I    30  I    58  I   114  I    54  I    10  I   447  I     1  I   169  I   95
26-100                I   7.7  I   3.1  I   6.1  I  11.9  I   5.6  I   1.0  I  46.7  I   0.1  I  17.7  I  35.
                      I  36.8  I  33.7  I  36.9  I  44.2  I  28.6  I  32.3  I  35.4  I  16.7  I  33.6  I
                      I   2.7  I   1.1  I   2.2  I   4.2  I   2.0  I   0.4  I  16.6  I   0.0  I   6.3  I
                     -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                4.00  I    79  I    45  I    69  I   115  I   123  I    16  I   576  I     5  I   215  I  124
> 100                 I   6.4  I   3.6  I   5.6  I   9.3  I   9.9  I   1.3  I  46.3  I   0.4  I  17.3  I  46.
                      I  39.3  I  50.6  I  43.9  I  44.6  I  65.1  I  51.6  I  45.6  I  83.3  I  42.7  I
                      I   2.9  I   1.7  I   2.6  I   4.3  I   4.6  I   0.6  I  21.4  !   0.2  I   8.0  I
                     -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
               COLUMN     201       89      157      258      189       31     1263        6      503    269
                TOTAL     7.5      3.3      5.8      9.6      7.0      1.1     46.8      0.2     18.7   100.

NUMBER OF MISSING OBSERVATIONS =       10
```

Table IV-103

Relationship Between Number of Books in the Home (Item 10) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
             COUNT   I
             ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
             COL PCT IRY       OOL               OW         TOTAL
             TOT PCT I    1.00I    2.00I    3.00I    4.00I
             --------I--------I--------I--------I--------I
                1.00 I     4  I     8  I    17  I    96  I    125
LESS THAN 10         I   3.2  I   6.4  I  13.6  I  76.8  I    4.7
                     I   7.1  I   2.7  I   2.0  I   6.5  I
                     I   0.1  I   0.3  I   0.6  I   3.6  I
                    -I--------I--------I--------I--------I
                2.00 I     7  I    34  I    74  I   257  I    372
10-25                I   1.9  I   9.1  I  19.9  I  69.1  I   13.8
                     I  12.5  I  11.5  I   8.7  I  17.3  I
                     I   0.3  I   1.3  I   2.8  I   9.6  I
                    -I--------I--------I--------I--------I
                3.00 I    23  I   121  I   261  I   549  I    954
26-100               I   2.4  I  12.7  I  27.4  I  57.5  I   35.5
                     I  41.1  I  41.0  I  30.6  I  37.0  I
                     I   0.9  I   4.5  I   9.7  I  20.4  I
                    -I--------I--------I--------I--------I
                4.00 I    22  I   132  I   500  I   582  I   1236
> 100                I   1.8  I  10.7  I  40.5  I  47.1  I   46.0
                     I  39.3  I  44.7  I  58.7  I  39.2  I
                     I   0.8  I   4.9  I  18.6  I  21.7  I
                    -I--------I--------I--------I--------I
              COLUMN       56      295      852     1484      2687
               TOTAL      2.1     11.0     31.7     55.2     100.0

NUMBER OF MISSING OBSERVATIONS =       20
```

Table IV-104

Relationship Between Number of Books in the Home (Item 10) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
               COUNT   I
               ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
               COL PCT IRY       OOL               OW         TOTAL
               TOT PCT I   1.00I    2.00I    3.00I    4.00I
               --------I--------I--------I--------I--------I
                  1.00 I     3  I    16  I    14  I    92  I    125
         LESS THAN 10  I   2.4  I  12.8  I  11.2  I  73.6  I    4.6
                       I   6.7  I   3.1  I   1.8  I   6.7  I
                       I   0.1  I   0.6  I   0.5  I   3.4  I
                      -I--------I--------I--------I--------I
                  2.00 I    11  I    63  I    60  I   238  I    372
         10-25         I   3.0  I  16.9  I  16.1  I  64.0  I   13.8
                       I  24.4  I  12.2  I   7.8  I  17.4  I
                       I   0.4  I   2.3  I   2.2  I   8.8  I
                      -I--------I--------I--------I--------I
                  3.00 I    19  I   224  I   222  I   491  I    956
         26-100        I   2.0  I  23.4  I  23.2  I  51.4  I   35.5
                       I  42.2  I  43.4  I  29.0  I  35.9  I
                       I   0.7  I   8.3  I   8.2  I  18.2  I
                      -I--------I--------I--------I--------I
                  4.00 I    12  I   213  I   469  I   546  I   1240
         > 100         I   1.0  I  17.2  I  37.8  I  44.0  I   46.0
                       I  26.7  I  41.3  I  61.3  I  39.9  I
                       I   0.4  I   7.9  I  17.4  I  20.3  I
                      -I--------I--------I--------I--------I
               COLUMN        45      516      765     1367     2693
                TOTAL       1.7     19.2     28.4     50.8    100.0

       NUMBER OF MISSING OBSERVATIONS =        14
```

Table IV-105

Relationship Between Student Interest in Books (Item 11) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
        CCUNT   I
        RCW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR C STAYS AT ENTERTAI DCN'T KN   RCW
        CCL PCT ID                                            WNER     HCME     NMENT    CW         TCTAL
        TCT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
        --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          1.00  I   177  I   251  I   528  I   117  I   273  I   223  I    11  I    12  I  1026  I  2618
YES             I   6.8  I   9.6  I  20.2  I   4.5  I  10.4  I   8.5  I   0.4  I   0.5  I  39.2  I  96.8
                I  97.3  I  97.3  I  98.0  I  97.5  I  95.5  I  98.2  I 100.0  I  92.3  I  96.0  I
                I   6.5  I   9.3  I  19.5  I   4.3  I  10.1  I   8.2  I   0.4  I   0.4  I  37.9  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          2.00  I     5  I     7  I    11  I     3  I    13  I     4  I     0  I     1  I    43  I    87
NO              I   5.7  I   8.0  I  12.6  I   3.4  I  14.9  I   4.6  I   0.0  I   1.1  I  49.4  I   3.2
                I   2.7  I   2.7  I   2.0  I   2.5  I   4.5  I   1.8  I   0.0  I   7.7  I   4.0  I
                I   0.2  I   0.3  I   0.4  I   0.1  I   0.5  I   0.1  I   0.0  I   0.0  I   1.6  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
        CCLUMN      182      258      539      120      286      227       11       13     1069     2705
         TCTAL      6.7      9.5     19.9      4.4     10.6      8.4      0.4      0.5     39.5    100.0

UMBER OF MISSING CBSERVATIONS =        2
```

Table IV-106

Relationship Between Student Interest in Books (Item 11) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
          COUNT   I
          ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
          COL PCT ID                                            WNER     HOME     NMENT    OW        TOTA
          TOT PCT I     1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00  I   192  I    88  I   152  I   254  I   187  I    30  I  1225  I     6  I   485  I   261
YES               I   7.3  I   3.4  I   5.8  I   9.7  I   7.1  I   1.1  I  46.8  I   0.2  I  18.5  I   96.
                  I  95.5  I  97.8  I  96.2  I  98.1  I  98.9  I  96.8  I  96.7  I 100.0  I  96.0  I
                  I   7.1  I   3.3  I   5.6  I   9.4  I   6.9  I   1.1  I  45.3  I   0.2  I  17.9  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00  I     9  I     2  I     6  I     5  I     2  I     1  I    42  I     0  I    20  I     8
NO.               I  10.3  I   2.3  I   6.9  I   5.7  I   2.3  I   1.1  I  48.3  I   0.0  I  23.0  I    3.
                  I   4.5  I   2.2  I   3.8  I   1.9  I   1.1  I   3.2  I   3.3  I   0.0  I   4.0  I
                  I   0.3  I   0.1  I   0.2  I   0.2  I   0.1  I   0.0  I   1.6  I   0.0  I   0.7  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN      201      90       158      259      189       31      1267        6       505      270
          TOTAL       7.4      3.3      5.8      9.6      7.0      1.1      46.8      0.2      19.7     100.

NUMBER OF MISSING OBSERVATIONS =         1
```

Table IV-107

Relationship Between Student Interest in Books (Item 11) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
          CCUNT   I
          RCW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   RCW
          CCL PCT IRY       OOL               OW         TOTAL
          TCT PCT I     1.00I     2.00I     3.00I     4.00I
          --------I--------I--------I--------I--------I
           1.00   I    54  I   289  I   832  I  1435  I  2610
  YES             I   2.1  I  11.1  I  31.9  I  55.0  I  96.8
                  I  96.4  I  98.0  I  97.7  I  96.1  I
                  I   2.0  I  10.7  I  30.9  I  53.2  I
                 -I--------I--------I--------I--------I
           2.00   I     2  I     6  I    20  I    58  I    86
  NO              I   2.3  I   7.0  I  23.3  I  67.4  I   3.2
                  I   3.6  I   2.0  I   2.3  I   3.9  I
                  I   0.1  I   0.2  I   0.7  I   2.2  I
                 -I--------I--------I--------I--------I
          CCLUMN       56       295       852      1493     2696
           TOTAL      2.1      10.9      31.6      55.4    100.0

NUMBER OF MISSING CBSERVATIONS =       11
```

Table IV-108

Relationship Between Student Interest in Books (Item 11) and Mother's Level of Education (Item 20

Fourth Grade, N = 2707

```
           CCUNT   I
           RCW PCT IELEMENTA HIGH SCH COLLFGE  DCN'T KN   ROW
           CCL PCT IRY       OOL               OW         TOTAL
           TOT PCT I    1.00I    2.00I    3.00I    4.00I
           --------I--------I--------I--------I--------I
            1.00   I    43  I   501  I   752  I  1319  I  2615
  YES              I   1.6  I  19.2  I  28.8  I  50.4  I  96.8
                   I  95.6  I  96.7  I  98.3  I  96.0  I
                   I   1.6  I  18.5  I  27.8  I  48.8  I
                  -I--------I--------I--------I--------I
            2.00   I     2  I    17  I    13  I    55  I    87
  NO               I   2.3  I  19.5  I  14.9  I  63.2  I   3.2
                   I   4.4  I   3.3  I   1.7  I   4.0  I
                   I   0.1  I   0.6  I   0.5  I   2.0  I
                  -I--------I--------I--------I--------I
           COLUMN       45      518      765     1374     2702
            TOTAL      1.7     19.2     28.3     50.9    100.0

NUMBER OF MISSING OBSERVATIONS =        5
```

Table IV-109

Relationship Between Student Possession of a Library Card (Item 12) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
          CCUNT   I
          RCW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DCN'T KN   ROW
          COL PCT IC                                            WNER     HCME     AMENT    CW         TOTAL
          TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00  I    95  I   139  I   294  I    84  I   210  I   153  I     5  I     8  I   627  I   1615
YES               I   5.9  I   8.6  I  18.2  I   5.2  I  13.0  I   9.5  I   0.3  I   0.5  I  38.8  I   59.8
                  I  52.2  I  54.1  I  54.6  I  70.0  I  73.4  I  67.4  I  45.5  I  61.5  I  58.5  I
                  I   3.5  I   5.1  I  10.9  I   3.1  I   7.8  I   5.7  I   0.2  I   0.3  I  23.2  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00  I    87  I   118  I   244  I    36  I    76  I    74  I     6  I     5  I   440  I   1086
NO                I   8.0  I  10.9  I  22.5  I   3.3  I   7.0  I   6.8  I   0.6  I   0.5  I  40.5  I   40.2
                  I  47.8  I  45.9  I  45.4  I  30.0  I  26.6  I  32.6  I  54.5  I  38.5  I  41.2  I
                  I   3.2  I   4.4  I   9.0  I   1.3  I   2.8  I   2.7  I   0.2  I   0.2  I  16.3  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          CCLUMN      182      257      538      120      286      227       11       13     1067      2701
           TCTAL      6.7      9.5     19.9      4.4     10.6      8.4      0.4      0.5     39.5     100.0

NUMBER OF MISSING CBSERVATIONS =        6
```

Table IV-110

Relationship Between Student Possession of a Library Card (Item 12) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
          CCUNT   I
          RCW PCT IUNSKILLE SEMI-SKI SKILLEC  CLFRICAL PROF     MGR OR O STAYS AT FNTFRTAI DCN'T KN   ROW
          CGL PCT ID                                           WNER      HOME     NMENT    OW        TOTAL
          TOT PCT I   1.00I   2.00I   3.00I   4.00I   5.00I   6.00I   7.00I   8.00I   9.00I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             1.00 I   101  I    45  I    96  I   174  I   148  I    19  I   746  I     5  I   282  I  1616
YES               I   6.3  I   2.8  I   5.9  I  10.8  I   9.2  I   1.2  I  46.2  I   0.3  I  17.5  I  59.8
                  I  50.5  I  50.0  I  60.8  I  67.2  I  78.7  I  61.3  I  59.0  I  83.3  I  55.8  I
                  I   3.7  I   1.7  I   3.6  I   6.4  I   5.5  I   0.7  I  27.6  I   0.2  I  10.4  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             2.00 I    99  I    45  I    62  I    85  I    40  I    12  I   519  I     1  I   223  I  1086
NO                I   9.1  I   4.1  I   5.7  I   7.8  I   3.7  I   1.1  I  47.8  I   0.1  I  20.5  I  40.2
                  I  49.5  I  50.0  I  39.2  I  32.8  I  21.3  I  38.7  I  41.0  I  16.7  I  44.2  I
                  I   3.7  I   1.7  I   2.3  I   3.1  I   1.5  I   0.4  I  19.2  I   0.0  I   8.3  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           CCLUMN     200      90       158      259      188       31     1265        6       505     2702
            TCTAL     7.4      3.3      5.8      9.6      7.0      1.1     46.8      0.2      18.7    100.0

UMBER OF MISSING GBSERVATIONS =        5
```

Table IV-111

Relationship Between Student Possession of a Library Card (Item 12) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
                      COUNT   I
                      ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
                      COL PCT IRY       OOL               OW         TOTAL
                      TOT PCT I    1.00I    2.00I    3.00I    4.00I
                      --------I--------I--------I--------I--------I
                         1.00 I    26  I   176  I   595  I   814  I   1611
        YES                   I   1.6  I  10.9  I  36.9  I  50.5  I   59.8
                              I  46.4  I  59.7  I  69.9  I  54.6  I
                              I   1.0  I   6.5  I  22.1  I  30.2  I
                             -I--------I--------I--------I--------I
                         2.00 I    30  I   119  I   256  I   676  I   1081
        NO                    I   2.8  I  11.0  I  23.7  I  62.5  I   40.2
                              I  53.6  I  40.3  I  30.1  I  45.4  I
                              I   1.1  I   4.4  I   9.5  I  25.1  I
                             -I--------I--------I--------I--------I
                       COLUMN      56      295      851     1490     2692
                        TOTAL     2.1     11.0     31.6     55.3    100.0

              NUMBER OF MISSING OBSERVATIONS =      15
```

Table IV-112

Relationship Between Student Possession of a Library Card (Item 12) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
             CCUNT   I
             RCW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
             CCL PCT IRY       OOL               OW         TOTAL
             TOT PCT I    1.00I    2.00I    3.00I    4.00I
             --------I--------I--------I--------I--------I
               1.00  I    21  I   321  I   527  I   746  I  1615
YES                  I   1.3  I  19.9  I  32.6  I  46.2  I  59.9
                     I  46.7  I  62.1  I  68.9  I  54.4  I
                     I   0.8  I  11.9  I  19.5  I  27.7  I
                    -I--------I--------I--------I--------I
               2.00  I    24  I   196  I   238  I   625  I  1083
NO                   I   2.2  I  18.1  I  22.0  I  57.7  I  40.1
                     I  53.3  I  37.9  I  31.1  I  45.6  I
                     I   0.9  I   7.3  I   8.8  I  23.2  I
                    -I--------I--------I--------I--------I
             CCLUMN       45      517      765     1371     2698
             TOTAL       1.7     19.2     28.4     50.8    100.0

NUMBER OF MISSING OBSERVATIONS =        9
```

Table IV-113

Relationship Between Parent Communication About School (Item 13) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

CCUNT RCW PCT CCL PCT TCT PCT	UNSKILLED 1.00	SEMI-SKI 2.00	SKILLED 3.C0	CLERICAL 4.C0	PROF 5.00	MGR OF OWNER 6.00	STAYS AT HOME 7.00	ENTERTAINMENT 8.00	DON'T KNOW 9.00	ROW TOTAL
1.00 ALMOST EVERY DAY	76 6.2 41.8 2.8	120 9.8 46.5 4.4	246 20.0 45.7 9.1	62 5.0 51.7 2.3	152 12.4 53.1 5.6	119 9.7 52.7 4.4	4 0.3 36.4 0.1	9 0.7 69.2 0.3	442 35.9 41.4 16.4	1230 45.5
2.00 ONCE IN A WHILE	91 7.2 50.0 3.4	118 9.3 45.7 4.4	253 20.0 47.0 9.4	51 4.0 42.5 1.9	123 9.7 43.0 4.6	94 7.4 41.6 3.5	7 0.6 63.6 0.3	4 0.3 30.8 0.1	527 41.6 49.3 19.5	1268 46.8
3.00 ALMOST NEVER	15 7.4 8.2 0.6	20 9.8 7.8 0.7	39 19.1 7.2 1.4	7 3.4 5.8 0.3	11 5.4 3.8 0.4	13 6.4 5.8 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	99 48.5 9.3 3.7	204 7.5
COLUMN TOTAL	182 6.7	258 9.5	538 19.9	120 4.4	286 10.6	226 8.4	11 0.4	13 0.5	1066 39.5	2702 100.0

JMBER OF MISSING OBSERVATIONS = 5

Table IV-114

Relationship Between Parent Communication About School (Item 13) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
         COUNT  I
         ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN    ROW
         COL PCT ID                                             WNER     HOME     NMENT    OW         TOTAL
         TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
        --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00 I    87  I    39  I    70  I   130  I   104  I    13  I   573  I     4  I   211  I   1231
ALMOST EVERY DAY I   7.1 I   3.2  I   5.7  I  10.6  I   8.4  I   1.1  I  46.5  I   0.3  I  17.1  I   45.5
                I  43.5  I  43.3  I  44.3  I  50.2  I  55.0  I  41.9  I  45.3  I  66.7  I  41.9  I
                I   3.2  I   1.4  I   2.6  I   4.8  I   3.8  I   0.5  I  21.2  I   0.1  I   7.8  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00 I    91  I    43  I    81  I   113  I    74  I    14  I   605  I     2  I   245  I   1268
 ONCE IN A WHILE I   7.2 I   3.4  I   6.4  I   8.9  I   5.8  I   1.1  I  47.7  I   0.2  I  19.3  I   46.8
                I  45.5  I  47.8  I  51.3  I  43.6  I  39.2  I  45.2  I  47.8  I  33.3  I  48.6  I
                I   3.4  I   1.6  I   3.0  I   4.2  I   2.7  I   0.5  I  22.4  I   0.1  I   9.1  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           3.00 I    22  I     8  I     7  I    16  I    11  I     4  I    88  I     0  I    48  I    204
ALMOST NEVER    I  10.8  I   3.9  I   3.4  I   7.8  I   5.4  I   2.0  I  43.1  I   0.0  I  23.5  I    7.5
                I  11.0  I   8.9  I   4.4  I   6.2  I   5.8  I  12.9  I   7.0  I   0.0  I   9.5  I
                I   0.8  I   0.3  I   0.3  I   0.6  I   0.4  I   0.1  I   3.3  I   0.0  I   1.8  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN     200      90      158      259      189       31     1266        6      504     2703
           TOTAL     7.4     3.3      5.8      9.6      7.0      1.1     46.8      0.2     18.6    100.0

NUMBER OF MISSING OBSERVATIONS =        4
```

Table IV-115

Relationship Between Parent Communication About School (Item 13) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
          COUNT   I
        ROW PCT   IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
        COL PCT   IRY       OOL               OW        TOTAL
        TOT PCT   I    1.00I    2.00I    3.00I    4.00I
                  --------I--------I--------I--------I--------I
               1.00   I     25 I    150 I    476 I    578 I   1229
   ALMOST EVERY DAY   I    2.0 I   12.2 I   38.7 I   47.0 I   45.6
                      I   44.6 I   50.8 I   55.9 I   38.7 I
                      I    0.9 I    5.6 I   17.7 I   21.5 I
                     -I--------I--------I--------I--------I
               2.00   I     28 I    135 I    331 I    768 I   1262
   ONCE IN A WHILE    I    2.2 I   10.7 I   26.2 I   60.9 I   46.8
                      I   50.0 I   45.8 I   38.9 I   51.5 I
                      I    1.0 I    5.0 I   12.3 I   28.5 I
                     -I--------I--------I--------I--------I
               3.00   I      3 I     10 I     44 I    146 I    203
   ALMOST NEVER       I    1.5 I    4.9 I   21.7 I   71.9 I    7.5
                      I    5.4 I    3.4 I    5.2 I    9.8 I
                      I    0.1 I    0.4 I    1.6 I    5.4 I
                     -I--------I--------I--------I--------I
             COLUMN         56       295       851      1492     2694
              TOTAL        2.1      11.0      31.6      55.4    100.0

NUMBER OF MISSING OBSERVATIONS =        13
```

Table IV-116

Relationship Between Parent Communication About School (Item 13) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
               CCUNT  I
             RCW PCT  IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
             CCL PCT  IRY       COL               OW         TOTAL
             TCT PCT  I   1.00I    2.00I    3.00I    4.00I
             ---------I--------I--------I--------I--------I
                1.00  I    18  I   267  I   423  I   521  I   1229
   ALMOST EVERY DAY   I   1.5  I  21.7  I  34.4  I  42.4  I   45.5
                      I  40.0  I  51.5  I  55.4  I  37.9  I
                      I   0.7  I   9.9  I  15.7  I  19.3  I
                     -I--------I--------I--------I--------I
                2.00  I    23  I   224  I   303  I   717  I   1267
   CNCE IN A WHILE    I   1.8  I  17.7  I  23.9  I  56.6  I   46.9
                      I  51.1  I  43.2  I  39.7  I  52.2  I
                      I   0.9  I   8.3  I  11.2  I  26.6  I
                     -I--------I--------I--------I--------I
                3.00  I     4  I    27  I    38  I   135  I    204
   ALMOST NEVER       I   2.0  I  13.2  I  18.6  I  66.2  I    7.6
                      I   8.9  I   5.2  I   5.0  I   9.8  I
                      I   0.1  I   1.0  I   1.4  I   5.0  I
                     -I--------I--------I--------I--------I
              CCLUMN        45      518      764     1373      2700
               TOTAL       1.7     19.2     28.3     50.9     100.0

NUMBER OF MISSING CBSERVATIONS =        7
```

Table IV-117

Relationship Between Parents' Assistance with School Work (Item 14) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
        CCUNT  I
        RCW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR CR O STAYS AT ENTERTAI DCN'T KN    RCW
        CCL PCT ID                                            WNER      HOME     NMENT    CW        TOTAL
        TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
        --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00 I   123  I   194  I   381  I    94  I   206  I   168  I     6  I     8  I   804  I  1984
YES             I   6.2  I   9.8  I  19.2  I   4.7  I  10.4  I   8.5  I   0.3  I   0.4  I  40.5  I  73.4
                I  67.6  I  75.2  I  70.7  I  78.3  I  72.0  I  74.0  I  54.5  I  61.5  I  75.4  !
                I   4.6  I   7.2  I  14.1  I   3.5  I   7.6  I   6.2  I   0.2  I   0.3  I  29.8  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------!
           2.00 I    59  I    64  I   158  I    26  I    80  I    59  I     5  I     5  I   262  I   718
NO              I   8.2  I   8.9  I  22.0  I   3.6  I  11.1  I   8.2  I   0.7  I   0.7  I  36.5  I  26.6
                I  32.4  I  24.8  I  29.3  I  21.7  I  28.0  I  26.0  I  45.5  I  38.5  I  24.6  I
                I   2.2  I   2.4  I   5.8  I   1.0  I   3.0  I   2.2  I   0.2  I   0.2  I   9.7  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------!
        CCLUMN      182      258      539      120      286      227       11       13     1066     2702
        TCTAL       6.7      9.5     19.9      4.4     10.6      8.4      0.4      0.5     39.5    100.0

NUMBER OF MISSING OBSERVATIONS =        5
```

Table IV-118

Relationship Between Parents' Assistance with School Work (Item 14) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
             CCUNT   I
             RCW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERIAI DON'T KN   ROW
             CCL PCT IC                                            WNER     HCME     NMENT    CW        TOTAL
             TCT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00!    9.00!
             --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
               1.00  I   148  I    67  I   118  I   190  I   128  I    22  I   943  I     4  I   364  I   1984
YES                  I   7.5  I   3.4  I   5.9  I   9.6  I   6.5  I   1.1  I  47.5  I   0.7  I  18.3  I   73.4
                     I  73.6  I  74.4  I  74.7  I  73.4  I  67.7  I  71.0  I  74.5  I  66.7  I  72.4  I
                     I   5.5  I   2.5  I   4.4  I   7.0  I   4.7  I   0.8  I  34.9  I   0.1  I  13.5  I
                    -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
               2.00  I    53  I    23  I    40  I    69  I    61  I     9  I   322  I     2  I   139  I    718
NO                   I   7.4  I   3.2  I   5.6  I   9.6  I   8.5  I   1.3  I  44.8  I   0.3  I  19.4  I   26.6
                     I  26.4  I  25.6  I  25.3  I  26.6  I  32.3  I  29.0  I  25.5  I  33.3  I  27.6  I
                     I   2.0  I   0.9  I   1.5  I   2.6  I   2.3  I   0.3  I  11.9  I   0.1  I   5.1  I
                    -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             COLUMN       201       90      158      259      189       31     1265        6      503    2702
              TCTAL       7.4      3.3      5.8      9.6      7.0      1.1     46.8      0.2     18.6   100.0

 NUMBER OF MISSING CBSERVATIONS =         5
```

Table IV-119

Relationship Between Parents' Assistance with School Work (Item 14) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
          COUNT   I
          ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
          COL PCT IRY       OOL               OW        TOTAL
          TOT PCT I   1.00I    2.00I    3.00I    4.00I
          --------I--------I--------I--------I--------I
            1.00  I    41  I   220  I   599  I  1122  I  1982
YES               I   2.1  I  11.1  I  30.2  I  56.6  I  73.6
                  I  73.2  I  74.6  I  70.4  I  75.2  I
                  I   1.5  I   8.2  I  22.2  I  41.6  I
                 -I--------I--------I--------I--------I
            2.00  I    15  I    75  I   252  I   370  I   712
NO                I   2.1  I  10.5  I  35.4  I  52.0  I  26.4
                  I  26.8  I  25.4  I  29.6  I  24.8  I
                  I   0.6  I   2.8  I   9.4  I  13.7  I
                 -I--------I--------I--------I--------I
          COLUMN        56      295      851     1492    2694
           TOTAL       2.1     11.0     31.6     55.4   100.0

NUMBER OF MISSING OBSERVATIONS =       13
```

Table IV-120

Relationship Between Parents' Assistance with School Work (Item 14) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
             CCUNT   I
             RCW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
             CCL PCT IRY        OOL              OW         TOTAL
             TCT PCT I    1.00I    2.00I    3.00I    4.00I
             --------I--------I--------I--------I--------I
              1.00   I    28  I   383  I   547  I  1025  I   1983
   YES               I   1.4  I  19.3  I  27.6  I  51.7  I   73.4
                     I  62.2  I  73.9  I  71.6  I  74.7  I
                     I   1.0  I  14.2  I  20.3  I  38.0  I
                    -I--------I--------I--------I--------I
              2.00   I    17  I   135  I   217  I   348  I    717
   NO                I   2.4  I  18.8  I  30.3  I  48.5  I   26.6
                     I  37.8  I  26.1  I  28.4  I  25.3  I
                     I   0.6  I   5.0  I   8.0  I  12.9  I
                    -I--------I--------I--------I--------I
             CCLUMN       45      518      764     1373      2700
              TCTAL      1.7     19.2     28.3     5C.9     100.0

NUMBER OF MISSING CBSERVATIONS =       7
```

Table IV-121

Relationship Between Use of Recreational Time (Item 15) and Father's Occupation (Item 17)*

Fourth Grade, N = 2707

	UNSKILLE D 1.00	SEMI-SKI 2.00	SKILLED 3.00	CLERICAL 4.00	PROF 5.00	MGR OR O WNER 6.00	STAYS AT HOME 7.00	ENTERTAI NMENT 8.00	DON'T KN OW 9.00
School Activities	64	100	259	64	153	120	4	2	372
	5.6	8.8	22.8	5.6	13.4	10.5	0.4	0.2	32.7
	35.2	38.8	48.1	53.3	53.5	52.9	36.4	15.4	34.8
	2.4	3.7	9.6	2.4	5.7	4.4	0.1	0.1	13.8
Community Activities	35	39	88	21	57	35	1	0	162
	8.0	8.9	20.1	4.8	13.0	8.0	0.2	0.0	37.0
	19.2	15.1	16.3	17.5	19.9	15.4	9.1	0.0	15.2
	1.3	1.4	3.3	0.8	2.1	1.3	0.0	0.0	6.0
Watch TV	172	242	503	107	263	205	11	13	1024
	6.8	9.5	19.8	4.2	10.4	8.1	0.4	0.5	40.3
	94.5	93.8	93.3	89.2	92.0	90.7	100.0	100.0	95.8
	6.4	8.9	18.6	4.0	9.7	7.6	0.4	0.5	37.9
Have a Job	30	40	81	14	20	20	3	0	146
	8.5	11.3	22.9	4.0	5.6	5.6	0.8	0.0	41.2
	16.5	15.5	15.0	11.7	7.0	8.8	27.3	0.0	13.7
	1.1	1.5	3.0	0.5	0.7	0.7	0.1	0.0	5.4
Scouts, etc.	46	73	175	41	103	85	4	2	307
	5.5	8.7	20.9	4.9	12.3	10.2	0.5	0.2	36.7
	25.3	28.3	32.5	34.2	36.0	37.4	36.4	15.4	28.7
	1.7	2.7	6.5	1.5	3.8	3.1	0.1	0.1	11.3

NUMBER OF MISSING OBSERVATIONS = 2

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*Data for this table were collapsed across five separate tables. Row and column totals have not been computed.

Table IV-122

Relationship Between Use of Recreational Time (Item 15) and Mother's Occupation (Item 18)*

Fourth Grade, N = 2707

	UNSKILLED 1.00	SEMI-SKI 2.00	SKILLED 3.00	CLERICAL 4.00	PROF 5.00	MGR OR OWNER 6.00	STAYS AT HOME 7.00	ENTERTAINMENT 8.00	DON'T KNOW 9.00
School Activities	71	39	61	125	97	15	516	6	208
	6.2	3.4	5.4	11.0	8.5	1.3	45.3	0.5	18.3
	35.3	43.3	38.6	48.3	51.3	48.4	40.7	100.0	41.1
	2.6	1.4	2.3	4.6	3.6	0.6	19.1	0.2	7.7
Community Activities	27	23	20	53	34	4	199	1	77
	6.2	5.3	4.6	12.1	7.8	0.9	45.4	0.2	17.6
	13.4	25.6	12.7	20.5	18.0	12.9	15.7	16.7	15.2
	1.0	0.8	0.7	2.0	1.3	0.1	7.4	0.0	2.6
Watch TV	191	83	153	245	173	28	1181	4	483
	7.5	3.3	6.0	9.6	6.8	1.1	46.5	0.2	19.0
	95.0	92.2	96.8	94.6	91.5	90.3	93.2	66.7	95.5
	7.1	3.1	5.7	9.1	6.4	1.0	43.6	0.1	17.8
Have a Job	31	15	20	40	13	5	150	3	77
	8.8	4.2	5.6	11.3	3.7	1.4	42.4	0.8	21.8
	15.4	16.7	12.7	15.4	6.9	16.1	11.8	50.0	15.2
	1.1	0.6	0.7	1.5	0.5	0.2	5.5	0.1	2.8
Scouts, Etc.	57	27	51	91	66	10	410	1	123
	6.8	3.2	6.1	10.9	7.9	1.2	49.0	0.1	14.7
	28.4	30.0	32.3	35.1	34.9	32.3	32.4	16.7	24.3
	2.1	1.0	1.9	3.4	2.4	0.4	15.1	0.0	4.5

*Data for this table were collapsed across five separate tables. Row and column totals have not been computed.

Table IV-123

Relationship Between Use of Recreational Time (Item 15) and Father's Level of Education (Item 19)*

Fourth Grade, N = 2707

	ELEMENTARY 1.00	HIGH SCHOOL 2.00	COLLEGE 3.00	DON'T KNOW 4.00
School Activities	17	137	455	527
	1.5	12.1	40.1	46.4
	30.4	46.4	53.4	35.3
	0.6	5.1	16.9	19.5
Community Activities	8	46	179	203
	1.8	10.6	41.1	46.6
	14.3	15.6	21.0	13.6
	0.3	1.7	6.6	7.5
Watch TV	56	276	767	1433
	2.2	10.9	30.3	56.6
	100.0	93.6	90.0	96.0
	2.1	10.2	28.4	53.2
Have a Job	10	39	125	180
	2.8	11.0	35.3	50.8
	17.9	13.2	14.7	12.1
	0.4	1.4	4.6	6.7
Scouts, etc.	17	92	327	399
	2.0	11.0	39.2	47.8
	30.4	31.2	38.4	26.7
	0.6	3.4	12.1	14.8

NUMBER OF MISSING OBSERVATIONS = 11

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*Data for this table were collapsed across five separate tables. Row and column totals have not been computed.

Table IV-124

Relationship Between Use of Recreational Time (Item 15) and Mother's Level of Education (Item 20)*

Fourth Grade, N = 2707

	ELEMENTARY 1.00	HIGH SCHOOL 2.00	COLLEGE 3.00	DON'T KNOW 4.00
School Activities	20	248	404	466
	1.8	21.8	35.5	40.9
	44.4	47.9	52.8	33.9
	0.7	9.2	15.0	17.2
Community Activities	4	98	149	186
	0.9	22.4	34.1	42.6
	8.9	18.9	19.5	13.5
	0.1	3.6	5.5	6.9
Watch TV	42	483	700	1313
	1.7	19.0	27.6	51.7
	93.3	93.2	91.5	95.6
	1.6	17.9	25.9	48.6
Have a Job	7	58	117	172
	2.0	16.4	33.1	48.6
	15.6	11.2	15.3	12.5
	0.3	2.1	4.3	6.4
Scouts, etc.	9	154	301	372
	1.1	18.4	36.0	44.5
	20.0	29.7	39.3	27.1
	0.3	5.7	11.1	13.8

NUMBER OF MISSING OBSERVATIONS = 5

---

*Data for this table were collapsed across five separate tables. Row and column totals have not been computed.

Table IV-125

Relationship Between Hours Spent Watching TV (Item 16) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
           CCUNT   I
           RCW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
           COL PCT ID                                           WNER      HOME     NMENT    OW        TOTAL
           TCT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
           --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             1.00  I    12  I     7  I    30  I     8  I    13  I     9  I     1  I     0  I    62  I   142
< 1 HR             I   8.5  I   4.9  I  21.1  I   5.6  I   9.2  I   6.3  I   0.7  I   0.0  I  43.7  I   5.3
                   I   6.6  I   2.7  I   5.6  I   6.7  I   4.6  I   4.0  I   9.1  I   0.0  I   5.8  I
                   I   0.4  I   0.3  I   1.1  I   0.3  I   0.5  I   0.3  I   0.0  I   0.0  I   2.3  I
                  -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             2.00  I    29  I    39  I    78  I    26  I    42  I    44  I     1  I     2  I   165  I   426
1-2 HRS            I   6.8  I   9.2  I  18.3  I   6.1  I   9.9  I  10.3  I   0.2  I   0.5  I  38.7  I  15.7
                   I  15.9  I  15.1  I  14.5  I  21.7  I  14.7  I  19.5  I   9.1  I  15.4  I  15.4  I
                   I   1.1  I   1.4  I   2.9  I   1.0  I   1.6  I   1.6  I   0.0  I   0.1  I   6.1  I
                  -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             3.00  I    30  I    54  I   102  I    21  I    72  I    45  I     3  I     2  I   183  I   512
2-3 HRS            I   5.9  I  10.5  I  19.9  I   4.1  I  14.1  I   8.8  I   0.6  I   0.4  I  35.7  I  18.9
                   I  16.5  I  20.9  I  18.9  I  17.5  I  25.3  I  19.9  I  27.3  I  15.4  I  17.1  I
                   I   1.1  I   2.0  I   3.8  I   0.8  I   2.7  I   1.7  I   0.1  I   0.1  I   6.8  I
                  -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             4.00  I    28  I    44  I   106  I    30  I    57  I    39  I     0  I     2  I   197  I   503
3-4 HRS            I   5.6  I   8.7  I  21.1  I   6.0  I  11.3  I   7.8  I   0.0  I   0.4  I  39.2  I  18.6
                   I  15.4  I  17.1  I  19.7  I  25.0  I  20.0  I  17.3  I   0.0  I  15.4  I  18.4  I
                   I   1.0  I   1.6  I   3.9  I   1.1  I   2.1  I   1.4  I   0.0  I   0.1  I   7.3  I
                  -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             5.00  I    83  I   114  I   223  I    35  I   101  I    89  I     6  I     7  I   461  I  1119
> 4 HRS            I   7.4  I  10.2  I  19.9  I   3.1  I   9.0  I   8.0  I   0.5  I   0.6  I  41.2  I  41.4
                   I  45.6  I  44.2  I  41.4  I  29.2  I  35.4  I  39.4  I  54.5  I  53.8  I  43.2  I
                   I   3.1  I   4.2  I   8.3  I   1.3  I   3.7  I   3.3  I   0.2  I   0.3  I  17.1  I
                  -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            CCLUMN      182      258      539      120      285      226       11       13     1068     2707
             TCTAL      6.7      9.5     19.9      4.4     10.5      8.4      0.4      0.5     39.5    100.0

JMBER OF MISSING CBSERVATIONS =        5
```

Table IV-126

Relationship Between Hours Spent Watching TV (Item 16) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
         COUNT   I
         ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN    ROW
         COL PCT ID                                            WNER     HOME     NMENT    OW         TOTAL
         TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
         --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           1.00  I     5  I     6  I     5  I    14  I    12  I     4  I    72  I     1  I    23  I    142
 < 1 HR          I   3.5  I   4.2  I   3.5  I   9.9  I   8.5  I   2.8  I  50.7  I   0.7  I  16.2  I    5.3
                 I   2.5  I   6.7  I   3.2  I   5.4  I   6.4  I  12.9  I   5.7  I  16.7  I   4.6  I
                 I   0.2  I   0.2  I   0.2  I   0.5  I   0.4  I   0.1  I   2.7  I   0.0  I   0.9  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           2.00  I    26  I    11  I    16  I    46  I    35  I     6  I   207  I     1  I    78  I    426
 1-2 HRS         I   6.1  I   2.6  I   3.8  I  10.8  I   8.2  I   1.4  I  48.6  I   0.2  I  18.3  I   15.8
                 I  12.9  I  12.2  I  10.1  I  17.8  I  18.6  I  19.4  I  16.4  I  16.7  I  15.5  I
                 I   1.0  I   0.4  I   0.6  I   1.7  I   1.3  I   0.2  I   7.7  I   0.0  I   2.9  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           3.00  I    46  I    19  I    28  I    54  I    45  I     7  I   224  I     1  I    88  I    512
 2-3 HRS         I   9.0  I   3.7  I   5.5  I  10.5  I   8.8  I   1.4  I  43.8  I   0.2  I  17.2  I   18.9
                 I  22.9  I  21.1  I  17.7  I  20.8  I  23.9  I  22.6  I  17.7  I  16.7  I  17.5  I
                 I   1.7  I   0.7  I   1.0  I   2.0  I   1.7  I   0.3  I   8.3  I   0.0  I   3.3  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           4.00  I    34  I    22  I    30  I    52  I    30  I     7  I   251  I     1  I    76  I    503
 3-4 HRS         I   6.8  I   4.4  I   6.0  I  10.3  I   6.0  I   1.4  I  49.9  I   0.2  I  15.1  I   18.6
                 I  16.9  I  24.4  I  19.0  I  20.1  I  16.0  I  22.6  I  19.8  I  16.7  I  15.1  I
                 I   1.3  I   0.8  I   1.1  I   1.9  I   1.1  I   0.3  I   9.3  I   0.0  I   2.8  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           5.00  I    90  I    32  I    79  I    93  I    66  I     7  I   511  I     2  I   239  I   1119
 > 4 HRS         I   8.0  I   2.9  I   7.1  I   8.3  I   5.9  I   0.6  I  45.7  I   0.2  I  21.4  I   41.4
                 I  44.8  I  35.6  I  50.0  I  35.9  I  35.1  I  22.6  I  40.4  I  33.3  I  47.4  I
                 I   3.3  I   1.2  I   2.9  I   3.4  I   2.4  I   0.3  I  18.9  I   0.1  I   8.8  I
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      201       90      158      259      188       31     1265        6      504     2702
         TOTAL       7.4      3.3      5.8      9.6      7.0      1.1     46.8      0.2     18.7    100.0

NUMBER OF MISSING OBSERVATIONS =        5
```

Table IV-127

Relationship Between Hours Spent Watching TV (Item 16) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
           CCUNT   I
         RCW PCT   IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
         CCL PCT   IRY       OOL               OW         TCTAL
         TOT PCT   I    1.00I    2.00I    3.COI    4.00I
         --------- I--------I--------I--------I--------I
            1.00   I     3  I    13  I    54  I    72  I   142
 < 1 HR            I   2.1  I   9.2  I  38.0  I  50.7  I   5.3
                   I   5.4  I   4.4  I   6.3  I   4.8  I
                   I   0.1  I   0.5  I   2.0  I   2.7  I
                  -I--------I--------I--------I--------I
            2.00   I     6  I    46  I   144  I   228  I   424
 1-2 HRS           I   1.4  I  10.8  I  34.0  I  53.8  I  15.7
                   I  10.7  I  15.6  I  16.9  I  15.3  I
                   I   0.2  I   1.7  I   5.3  I   8.5  I
                  -I--------I--------I--------I--------I
            3.00   I     9  I    60  I   180  I   263  I   512
 2-3 HRS           I   1.8  I  11.7  I  35.2  I  51.4  I  19.0
                   I  16.1  I  20.3  I  21.2  I  17.6  I
                   I   0.3  I   2.2  I   6.7  I   9.8  I
                  -I--------I--------I--------I--------I
            4.00   I    13  I    59  I   161  I   268  I   501
 3-4 HRS           I   2.6  I  11.8  I  32.1  I  53.5  I  18.6
                   I  23.2  I  20.0  I  18.9  I  18.0  I
                   I   0.5  I   2.2  I   6.0  I  10.0  I
                  -I--------I--------I--------I--------I
            5.00   I    25  I   117  I   312  I   660  I  1114
 > 4 HRS           I   2.2  I  10.5  I  28.0  I  59.2  I  41.4
                   I  44.6  I  39.7  I  36.7  I  44.3  I
                   I   0.9  I   4.3  I  11.6  I  24.5  I
                  -I--------I--------I--------I--------I
          CCLUMN        56      295      851     1491     2693
           TCTAL       2.1     11.0     31.6     55.4    100.0

NUMBER OF MISSING CBSERVATIONS =       14
```

Table IV-128

Relationship Between Hours Spent Watching TV (Item 16) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
                  CCUNT    I
                  RCW PCT  IELEMENTA HIGH SCH COLLEGE  DCN'T KN   RCW
                  CCL PCT  IRY      OOL               OW         TOTAL
                  TOT PCT  I    1.00I    2.00I    3.CCI    4.00I
                  ---------I--------I--------I--------I--------I
                    1.00   I     0  I    24  I    42  I    76  I    142
        < 1 HR             I   0.0  I  16.9  I  29.6  I  53.5  I    5.3
                           I   0.0  I   4.6  I   5.5  I   5.5  I
                           I   0.0  I   0.9  I   1.6  I   2.8  I
                          -I--------I--------I--------I--------I
                    2.00   I     4  I    75  I   134  I   213  I    426
        1-2 HRS            I   0.9  I  17.6  I  31.5  I  50.0  I   15.8
                           I   8.9  I  14.5  I  17.5  I  15.5  I
                           I   0.1  I   2.8  I   5.0  I   7.9  I
                          -I--------I--------I--------I--------I
                    3.00   I     7  I   119  I   153  I   233  I    512
        2-3 HRS            I   1.4  I  23.2  I  29.9  I  45.5  I   19.0
                           I  15.6  I  23.0  I  20.0  I  17.0  I
                           I   0.3  I   4.4  I   5.7  I   8.6  I
                          -I--------I--------I--------I--------I
                    4.00   I     7  I   107  I   144  I   245  I    503
        3-4 HRS            I   1.4  I  21.3  I  28.6  I  48.7  I   18.6
                           I  15.6  I  20.7  I  18.8  I  17.9  I
                           I   0.3  I   4.0  I   5.3  I   9.1  I
                          -I-------- ---------I--------I--------I
                    5.00   I     2  I   193  I   291  I   605  I   1116
        > 4 HRS            I   2.4  I  17.3  I  26.1  I  54.2  I   41.3
                           I  60.0  I  37.3  I  38.1  I  44.1  I
                           I   1.0  I   7.2  I  10.8  I  22.4  I
                          -I--------I--------I--------I--------I
                  CCLUMN        45      518      764     1372      2699
                   TCTAL       1.7     19.2     28.3     50.8     100.0

     NUMBER OF MISSING CBSERVATICNS =         8
```

Table IV-129

Relationship Between Students' Desire to Go to College (Item 21) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
 CCUNT   I
ROW PCT  IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DON'T KN   ROW
CCL PCT  ID                                            WNER     HOME     NMENT    OW        TOTAL
TCT PCT  I     1.00I     2.00I     3.00I     4.00I     5.00I     6.00I     7.00I     8.00I     9.00I
--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   1.00  I   141  I   203  I   434  I   103  I   265  I   204  I     9  I     8  I   878  I   2245
YES      I   6.3  I   9.0  I  19.3  I   4.6  I  11.8  I   9.1  I   0.4  I   0.4  I  39.1  I   84.1
         I  78.8  I  80.9  I  82.0  I  85.8  I  92.7  I  92.3  I  81.8  I  61.5  I  82.8  I
         I   5.3  I   7.6  I  16.3  I   3.9  I   9.9  I   7.6  I   0.3  I   0.3  I  32.9  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
   2.00  I    38  I    48  I    95  I    17  I    21  I    17  I     2  I     5  I   182  I    425
NO       I   8.9  I  11.3  I  22.4  I   4.0  I   4.9  I   4.0  I   0.5  I   1.2  I  42.8  I   15.9
         I  21.2  I  19.1  I  18.0  I  14.2  I   7.3  I   7.7  I  18.2  I  38.5  I  17.2  I
         I   1.4  I   1.8  I   3.6  I   0.6  I   0.8  I   0.6  I   0.1  I   0.2  I   6.8  I
        -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
 CCLUMN      179      251      529      120      286      221       11       13     1060     2670
  TOTAL      6.7      9.4     19.8      4.5     10.7      8.3      0.4      0.5     39.7    100.0

UMBER OF MISSING CBSERVATIONS =       37
```

Table IV-130

Relationship Between Students' Desire to Go to College (Item 21) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
          CCUNT   I
          RCW PCT IUNSKILLE SEMI-SKI SKILLEC  CLERICAL PROF      MGR OR O STAYS AT ENTERTAI DCN'T KN   RCW
          CCL PCT ID                                            WNER     HOME     NMENT    CW        TOTAL
          TCT PCT I    1.00I    2.00I    3.C0I    4.C0I    5.00I    6.00I    7.00I    8.00I    9.C0I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00  I   157  I    69  I   140  I   220  I   165  I    28  I  1048  I     6  I   412  I  2245
YES               I   7.0  I   3.1  I   6.2  I   9.8  I   7.3  I   1.2  I  46.7  I   0.3  I  18.4  I  84.1
                  I  80.1  I  78.4  I  88.6  I  85.6  I  87.8  I  90.3  I  84.0  I 100.0  I  82.7  I
                  I   5.9  I   2.6  I   5.2  I   8.2  I   6.2  I   1.0  I  39.3  I   0.2  I  15.4  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00  I    39  I    19  I    18  I    37  I    23  I     3  I   200  I     0  I    86  I   425
NO                I   9.2  I   4.5  I   4.2  I   8.7  I   5.4  I   0.7  I  47.1  I   0.0  I  20.2  I  15.9
                  I  19.9  I  21.6  I  11.4  I  14.4  I  12.2  I   9.7  I  16.0  I   0.0  I  17.3  I
                  I   1.5  I   0.7  I   0.7  I   1.4  I   0.9  I   0.1  I   7.5  I   0.0  I   3.2  I
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN      196       88      158      257      188       31     1248        6      498     2670
           TCTAL      7.3      3.3      5.9      9.6      7.0      1.2     46.7      0.2     18.7    100.0

NUMBER OF MISSING OBSERVATIONS =       37
```

Table IV-131

Relationship Between Students' Desire to Go to College (Item 21) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
              COUNT   I
              ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
              COL PCT IRY       OOL               OW         TOTAL
              TOT PCT I    1.00I    2.00I    3.00I    4.00I
              --------I--------I--------I--------I--------I
                 1.00 I    39  I   230  I   767  I  1203  I  2239
YES                   I   1.7  I  10.3  I  34.3  I  53.7  I  84.1
                      I  70.9  I  78.8  I  90.8  I  81.9  I
                      I   1.5  I   8.6  I  28.8  I  45.2  I
                     -I--------I--------I--------I--------I
                 2.00 I    16  I    62  I    78  I   266  I   422
NO                    I   3.8  I  14.7  I  18.5  I  63.0  I  15.9
                      I  29.1  I  21.2  I   9.2  I  18.1  I
                      I   0.6  I   2.3  I   2.9  I  10.0  I
                     -I--------I--------I--------I--------I
              COLUMN       55      292      845     1469     2661
               TOTAL      2.1     11.0     31.8     55.2    100.0

NUMBER OF MISSING OBSERVATIONS =       46
```

Table IV-132

Relationship Between Students' Desire to Go to College (Item 21) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
               CCUNT   I
               RCW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
               CCL PCT IRY       OOL               OW         TCTAL
               TCT PCT I    1.00I    2.00I    3.00I    4.00I
                --------I--------I--------I--------I--------I
                 1.00  I    35  I   408  I   697  I  1103  I  2243
       YES             I   1.6  I  18.2  I  31.1  I  49.2  I  84.1
                       I  77.8  I  79.8  I  91.3  I  81.8  I
                       I   1.3  I  15.3  I  26.1  I  41.4  I
                      -I--------I--------I--------I--------I
                 2.00  I    10  I   103  I    66  I   245  I   424
       NO              I   2.4  I  24.3  I  15.6  I  57.8  I  15.9
                       I  22.2  I  20.2  I   8.7  I  18.2  I
                       I   0.4  I   3.9  I   2.5  I   9.2  I
                      -I--------I--------I--------I--------I
               COLUMN       45       511      763     1348    2667
                TCTAL      1.7      19.2     28.6     50.5   100.0

NUMBER OF MISSING OBSERVATIONS =        40
```

Table IV-133

Relationship Between Students' Job Preference (Item 22) and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
        COUNT   I
        ROW PCT IUNSKILLE SEMI-SKI SKILLED  CLERICAL PROF     MGR OR O STAYS AT ENTERTAI DON'T KN  ROW
        COL PCT ID                                           WNER     HOME     NMENT    OW        TOTAL
        TOT PCT I    1.00I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
       ---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          1.00  I     8  I    11  I    19  I     3  I     3  I     3  I     0  I     0  I    24  I     71
UNSKILLED       I  11.3  I  15.5  I  26.8  I   4.2  I   4.2  I   4.2  I   0.0  I   0.0  I  33.8  I    2.6
                I   4.4  I   4.3  I   3.5  I   2.5  I   1.0  I   1.3  I   0.0  I   0.0  I   2.2  I
                I   0.3  I   0.4  I   0.7  I   0.1  I   0.1  I   0.1  I   0.0  I   0.0  I   0.9  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          2.00  I     5  I    23  I    13  I     6  I     4  I     3  I     0  I     1  I    35  I     90
SEMI-SKI        I   5.6  I  25.6  I  14.4  I   6.7  I   4.4  I   3.3  I   0.0  I   1.1  I  38.9  I    3.3
                I   2.7  I   8.9  I   2.4  I   5.0  I   1.4  I   1.3  I   0.0  I   7.7  I   3.3  I
                I   0.2  I   0.9  I   0.5  I   0.2  I   0.1  I   0.1  I   0.0  I   0.0  I   1.3  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          3.00  I    31  I    34  I   113  I    20  I    29  I    18  I     2  I     0  I   153  I    400
SKILLED         I   7.8  I   8.5  I  28.3  I   5.0  I   7.3  I   4.5  I   0.5  I   0.0  I  38.3  I   14.8
                I  17.0  I  13.2  I  21.0  I  16.7  I  10.1  I   7.9  I  18.2  I   0.0  I  14.3  I
                I   1.1  I   1.3  I   4.2  I   0.7  I   1.1  I   0.7  I   0.1  I   0.0  I   5.7  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          4.00  I     8  I     3  I    15  I     5  I     9  I    11  I     0  I     0  I    30  I     81
CLERICAL        I   9.9  I   3.7  I  18.5  I   6.2  I  11.1  I  13.6  I   0.0  I   0.0  I  37.0  I    3.0
                I   4.4  I   1.2  I   2.8  I   4.2  I   3.1  I   4.8  I   0.0  I   0.0  I   2.8  I
                I   0.3  I   0.1  I   0.6  I   0.2  I   0.3  I   0.4  I   0.0  I   0.0  I   1.1  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          5.00  I    69  I   102  I   232  I    41  I   146  I   111  I     8  I     4  I   407  I   1120
PROF            I   6.2  I   9.1  I  20.7  I   3.7  I  13.0  I   9.9  I   0.7  I   0.4  I  36.3  I   41.4
                I  37.9  I  39.5  I  43.0  I  34.2  I  51.0  I  48.9  I  72.7  I  30.8  I  38.1  I
                I   2.6  I   3.8  I   8.6  I   1.5  I   5.4  I   4.1  I   0.3  I   0.1  I  15.0  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          6.00  I     1  I     1  I     1  I     1  I     3  I     9  I     0  I     0  I     6  I     22
MGR OR OWNER    I   4.5  I   4.5  I   4.5  I   4.5  I  13.6  I  40.9  I   0.0  I   0.0  I  27.3  I    0.8
                I   0.5  I   0.4  I   0.2  I   0.8  I   1.0  I   4.0  I   0.0  I   0.0  I   0.6  I
                I   0.0  I   0.0  I   0.0  I   0.0  I   0.1  I   0.3  I   0.0  I   0.0  I   0.2  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          7.00  I     0  I     4  I     1  I     1  I     1  I     2  I     0  I     0  I    14  I     23
STAYS AT HOME   I   0.0  I  17.4  I   4.3  I   4.3  I   4.3  I   8.7  I   0.0  I   0.0  I  60.9  I    0.9
                I   0.0  I   1.6  I   0.2  I   0.8  I   0.3  I   0.9  I   0.0  I   0.0  I   1.3  I
                I   0.0  I   0.1  I   0.0  I   0.0  I   0.0  I   0.1  I   0.0  I   0.0  I   0.5  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          8.00  I    27  I    31  I    53  I    17  I    43  I    31  I     1  I     5  I   119  I    327
ENTERTAINMENT   I   8.3  I   9.5  I  16.2  I   5.2  I  13.1  I   9.5  I   0.3  I   1.5  I  36.4  I   12.1
                I  14.8  I  12.0  I   9.8  I  14.2  I  15.0  I  13.7  I   9.1  I  38.5  I  11.1  I
                I   1.0  I   1.1  I   2.0  I   0.6  I   1.6  I   1.1  I   0.0  I   0.2  I   4.4  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          9.00  I    33  I    49  I    92  I    26  I    48  I    39  I     0  I     3  I   281  I    571
DON'T KNOW      I   5.8  I   8.6  I  16.1  I   4.6  I   8.4  I   6.8  I   0.0  I   0.5  I  49.2  I   21.1
                I  18.1  I  19.0  I  17.1  I  21.7  I  16.8  I  17.2  I   0.0  I  23.1  I  26.3  I
                I   1.2  I   1.8  I   3.4  I   1.0  I   1.8  I   1.4  I   0.0  I   0.1  I  10.4  I
               -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
        COLUMN      182      258      539      120      286      227       11       13     1069     2705
        TOTAL       6.7      9.5     19.9      4.4     10.6      8.4      0.4      0.5     39.5    100.0
```

```
NUMBER OF MISSING OBSERVATIONS =          2
```

Table IV-134

Relationship Between Students' Job Preference (Item 22) and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

COUNT ROW PCT COL PCT TOT PCT	UNSKILLED 1.00	SEMI-SKI 2.00	SKILLED 3.00	CLERICAL 4.00	PROF 5.00	MGR OR OWNER 6.00	STAYS AT HOME 7.00	ENTERTAINMENT 8.00	DON'T KNOW 9.00	ROW TOTAL
UNSKILLED 1.00	14 19.7 7.0 0.5	2 2.8 2.2 0.1	2 2.8 1.3 0.1	3 4.2 1.2 0.1	5 7.0 2.6 0.2	1 1.4 3.2 0.0	36 50.7 2.8 1.3	0 0.0 0.0 0.0	8 11.3 1.6 0.3	71 2.6
SEMI-SKI 2.00	7 7.8 3.5 0.3	10 11.1 11.1 0.4	9 10.0 5.7 0.3	11 12.2 4.2 0.4	0 0.0 0.0 0.0	2 2.2 6.5 0.1	39 43.3 3.1 1.4	0 0.0 0.0 0.0	12 13.3 2.4 0.4	90 3.3
SKILLED 3.00	34 8.5 16.9 1.3	11 2.8 12.2 0.4	40 10.0 25.3 1.5	35 8.8 13.5 1.3	23 5.8 12.2 0.8	0 0.0 0.0 0.0	186 46.5 14.7 6.9	0 0.0 0.0 0.0	71 17.8 14.0 2.6	400 14.8
CLERICAL 4.00	5 6.2 2.5 0.2	1 1.2 1.1 0.0	0 0.0 0.0 0.0	17 21.0 6.6 0.6	7 8.6 3.7 0.3	1 1.2 3.2 0.0	40 49.4 3.2 1.5	0 0.0 0.0 0.0	10 12.3 2.0 0.4	81 3.0
PROF 5.00	80 7.1 39.8 3.0	44 3.9 48.9 1.6	63 5.6 39.9 2.3	117 10.4 45.2 4.3	87 7.8 46.0 3.2	18 1.6 58.1 0.7	495 44.2 39.1 18.3	2 0.2 33.3 0.1	214 19.1 42.3 7.9	1120 41.4
MGR OR OWNER 6.00	1 4.5 0.5 0.0	1 4.5 1.1 0.0	2 9.1 1.3 0.1	1 4.5 0.4 0.0	3 13.6 1.6 0.1	3 13.6 9.7 0.1	7 31.8 0.6 0.3	0 0.0 0.0 0.0	4 18.2 0.8 0.1	22 0.8
STAYS AT HOME 7.00	1 4.3 0.5 0.0	0 0.0 0.0 0.0	1 4.3 0.6 0.0	0 0.0 0.0 0.0	1 4.3 0.5 0.0	0 0.0 0.0 0.0	16 69.6 1.3 0.6	0 0.0 0.0 0.0	4 17.4 0.8 0.1	23 0.8
ENTERTAINMENT 8.00	20 6.1 10.0 0.7	8 2.4 8.9 0.3	14 4.3 8.9 0.5	38 11.6 14.7 1.4	25 7.6 13.2 0.9	4 1.2 12.9 0.1	154 47.1 12.2 5.7	2 0.6 33.3 0.1	62 19.0 12.3 2.3	327 12.1
DON'T KNOW 9.00	39 6.8 19.4 1.4	13 2.3 14.4 0.5	27 4.7 17.1 1.0	37 6.5 14.3 1.4	38 6.6 20.1 1.4	2 0.3 6.5 0.1	294 51.3 23.2 10.9	2 0.3 33.3 0.1	121 21.1 23.9 4.5	573 21.2
COLUMN TOTAL	201 7.4	90 3.3	158 5.8	259 9.6	189 7.0	31 1.1	1267 46.8	6 0.2	506 18.7	2707 100.0

Table IV-135

Relationship Between Students' Job Preference (Item 22) and Father's Level of Education (Item 19)

Fourth Grade, N = 2707

```
              COUNT   I
              ROW PCT IELEMENTA HIGH SCH COLLEGE  DON'T KN   ROW
              COL PCT IRY       OOL               OW         TOTAL
              TOT PCT I   1.00I    2.00I    3.00I    4.00I
              --------I--------I--------I--------I--------I
                 1.00 I     3  I     7  I    18  I    43  I    71
UNSKILLED             I   4.2  I   9.9  I  25.4  I  60.6  I   2.6
                      I   5.4  I   2.4  I   2.1  I   2.9  I
                      I   0.1  I   0.3  I   0.7  I   1.6  I
                     -I--------I--------I--------I--------I
                 2.00 I     5  I     9  I    21  I    55  I    90
SEMI-SKI              I   5.6  I  10.0  I  23.3  I  61.1  I   3.3
                      I   8.9  I   3.1  I   2.5  I   3.7  I
                      I   0.2  I   0.3  I   0.8  I   2.0  I
                     -I--------I--------I--------I--------I
                 3.00 I    11  I    45  I   108  I   235  I   399
SKILLED               I   2.8  I  11.3  I  27.1  I  58.9  I  14.8
                      I  19.6  I  15.3  I  12.7  I  15.7  I
                      I   0.4  I   1.7  I   4.0  I   8.7  I
                     -I--------I--------I--------I--------I
                 4.00 I     0  I    13  I    27  I    41  I    81
CLERICAL              I   0.0  I  16.0  I  33.3  I  50.6  I   3.0
                      I   0.0  I   4.4  I   3.2  I   2.7  I
                      I   0.0  I   0.5  I   1.0  I   1.5  I
                     -I--------I--------I--------I--------I
                 5.00 I    20  I   124  I   374  I   598  I  1116
PROF                  I   1.8  I  11.1  I  33.5  I  53.6  I  41.4
                      I  35.7  I  42.0  I  43.9  I  40.1  I
                      I   0.7  I   4.6  I  13.9  I  22.2  I
                     -I--------I--------I--------I--------I
                 6.00 I     1  I     0  I    11  I    10  I    22
MGR OR OWNER          I   4.5  I   0.0  I  50.0  I  45.5  I   0.8
                      I   1.8  I   0.0  I   1.3  I   0.7  I
                      I   0.0  I   0.0  I   0.4  I   0.4  I
                     -I--------I--------I--------I--------I
                 7.00 I     0  I     1  I     3  I    19  I    23
STAYS AT HOME         I   0.0  I   4.3  I  13.0  I  82.6  I   0.9
                      I   0.0  I   0.3  I   0.4  I   1.3  I
                      I   0.0  I   0.0  I   0.1  I   0.7  I
                     -I--------I--------I--------I--------I
                 8.00 I    10  I    41  I   118  I   156  I   325
ENTERTAINMENT         I   3.1  I  12.6  I  36.3  I  48.0  I  12.1
                      I  17.9  I  13.9  I  13.8  I  10.4  I
                      I   0.4  I   1.5  I   4.4  I   5.8  I
                     -I--------I--------I--------I--------I
                 9.00 I     6  I    55  I   172  I   336  I   569
DON'T KNOW            I   1.1  I   9.7  I  30.2  I  59.1  I  21.1
                      I  10.7  I  18.6  I  20.2  I  22.5  I
                      I   0.2  I   2.0  I   6.4  I  12.5  I
                     -I--------I--------I--------I--------I
               COLUMN       56      295      852     1493     2696
               TOTAL       2.1     10.9     31.6     55.4    100.0

NUMBER OF MISSING OBSERVATIONS =       11
```

Table IV-136

Relationship Between Students' Job Preference (Item 22) and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
                 CCUNT  I
               RCW PCT  IELEMENTA HIGH SCH COLLEGE  DON'T KN    ROW
               CCL PCT  IRY       OOL               OW          TOTAL
               TCT PCT  I    1.00I    2.00I    3.00I    4.00I
                --------I--------I--------I--------I--------I
                  1.00  I     0  I    13  I    16  I    42  I     71
  UNSKILLED             I   0.0  I  18.3  I  22.5  I  59.2  I    2.6
                        I   0.0  I   2.5  I   2.1  I   3.1  I
                        I   0.0  I   0.5  I   0.6  I   1.6  I
                       -I--------I--------I--------I--------I
                  2.00  I     3  I    18  I    16  I    53  I     90
  SEMI-SKI              I   3.3  I  20.0  I  17.8  I  58.9  I    3.3
                        I   6.7  I   3.5  I   2.1  I   3.9  I
                        I   0.1  I   0.7  I   0.6  I   2.0  I
                       -I--------I--------I--------I--------I
                  3.00  I    10  I    67  I   109  I   214  I    400
  SKILLED               I   2.5  I  16.8  I  27.3  I  53.5  I   14.8
                        I  22.2  I  12.9  I  14.2  I  15.6  I
                        I   0.4  I   2.5  I   4.0  I   7.9  I
                       -I--------I--------I--------I--------I
                  4.00  I     2  I    19  I    23  I    37  I     81
  CLERICAL              I   2.5  I  23.5  I  28.4  I  45.7  I    3.0
                        I   4.4  I   3.7  I   3.0  I   2.7  I
                        I   0.1  I   0.7  I   0.9  I   1.4  I
                       -I--------I--------I--------I--------I
                  5.00  I    17  I   242  I   318  I   541  I   1118
  FROF                  I   1.5  I  21.6  I  28.4  I  48.4  I   41.4
                        I  37.8  I  46.7  I  41.6  I  39.4  I
                        I   0.6  I   9.0  I  11.8  I  20.0  I
                       -I--------I--------I--------I--------I
                  6.00  I     0  I     5  I    12  I     5  I     22
  MGR OR CWNER          I   0.0  I  22.7  I  54.5  I  22.7  I    0.8
                        I   0.0  I   1.0  I   1.6  I   0.4  I
                        I   0.0  I   0.2  I   0.4  I   0.2  I
                       -I--------I--------I--------I--------I
                  7.00  I     0  I     2  I     1  I    20  I     23
  STAYS AT HCME         I   0.0  I   8.7  I   4.3  I  87.0  I    0.9
                        I   0.0  I   0.4  I   0.1  I   1.5  I
                        I   0.0  I   0.1  I   0.0  I   0.7  I
                       -I--------I--------I--------I--------I
                  8.00  I     7  I    64  I   114  I   141  I    326
  ENTERTAINMENT         I   2.1  I  19.6  I  35.0  I  43.3  I   12.1
                        I  15.6  I  12.4  I  14.9  I  10.3  I
                        I   0.3  I   2.4  I   4.2  I   5.2  I
                       -I--------I--------I--------I--------I
                  9.00  I     6  I    88  I   156  I   321  I    571
  DCN'T KNCW            I   1.1  I  15.4  I  27.3  I  56.2  I   21.1
                        I  13.3  I  17.0  I  20.4  I  23.4  I
                        I   0.2  I   3.3  I   5.8  I  11.9  I
                       -I--------I--------I--------I--------I
                COLUMN       45      518      765     1374      2702
                 TCTAL      1.7     19.2     28.3     50.9     100.0

NUMBER OF MISSING OBSERVATIONS =     5
```

CURRICULUM RESEARCH AND DEVELOPMENT CENTER
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Public/Parochial Project

Final Report
Tables IV-138 - IV-179

Section IV: Population Factors

PART 4

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Table IV-138

Relationship Between Public and Parochial School Students and Sex of Child (Item 1)

Eighth Grade, N = 3886

```
              COUNT   I
              ROW PCT IPUBLIC    PAROCHIAL    ROW
              COL PCT I                       TOTAL
              TOT PCT I     1.00I     2.00I
              --------I---------I---------I
                 1.00 I  1470   I   411   I  1881
     BOY              I  78.1   I  21.9   I  48.4
                      I  49.4   I  45.3   I
                      I  37.8   I  10.6   I
                     -I---------I---------I
                 2.00 I  1506   I   497   I  2003
     GIRL             I  75.2   I  24.8   I  51.6
                      I  50.6   I  54.7   I
                      I  38.8   I  12.8   I
                     -I---------I---------I
              COLUMN     2976       908      3884
               TOTAL     76.6      23.4     100.0

     NUMBER OF MISSING OBSERVATIONS =         2
```

Table IV-139

Relationship Between Public and Parochial School Students and Race of Child (Item 2)

Eighth Grade, N = 3886

```
             COUNT  I
           ROW PCT  IPUBLIC   PAROCHIAL    ROW
           COL PCT  I                      TOTAL
           TOT PCT  I    1.00I    2.00I
           ---------I--------I--------I
              1.00  I    99  I    11  I    110
BLACK               I  90.0  I  10.0  I    2.8
                    I   3.3  I   1.2  I
                    I   2.6  I   0.3  I
                   -I--------I--------I
              2.00  I  2834  I   891  I   3725
WHITE               I  76.1  I  23.9  I   96.1
                    I  95.4  I  98.2  I
                    I  73.1  I  23.0  I
                   -I--------I--------I
              3.00  I    38  I     5  I     43
OTHER               I  88.4  I  11.6  I    1.1
                    I   1.3  I   0.6  I
                    I   1.0  I   0.1  I
                   -I--------I--------I
            COLUMN     2971      907      3878
             TOTAL     76.6     23.4     100.0

NUMBER OF MISSING OBSERVATIONS =       8
```

Table IV-140

Relationship Between Public and Parochial School Students and Speaking a Foreign Language in the Home (Item 3)

Eighth Grade, N = 3886

```
             COUNT  I
           ROW PCT  IPUBLIC    PAROCHIAL    ROW
           COL PCT  I                       TOTAL
           TOT PCT  I      1.00I     2.00I
          ---------I--------I--------I
              1.00  I    51  I     5  I     56
   SPAN             I  91.1  I   8.9  I    1.5
                    I   1.7  I   0.6  I
                    I   1.3  I   0.1  I
                   -I--------I--------I
              2.00  I    82  I    18  I    100
   ITAL             I  82.0  I  18.0  I    2.6
                    I   2.8  I   2.0  I
                    I   2.1  I   0.5  I
                   -I--------I--------I
              3.00  I    65  I    24  I     89
   PORT             I  73.0  I  27.0  I    2.3
                    I   2.2  I   2.7  I
                    I   1.7  I   0.6  I
                   -I--------I--------I
              4.00  I  2744  I   854  I   3598
   NONE OF THESE    I  76.3  I  23.7  I   93.5
                    I  93.1  I  94.8  I
                    I  71.3  I  22.2  I
                   -I--------I--------I
              5.00  I     4  I     0  I      4
                    I 100.0  I   0.0  I    0.1
                    I   0.1  I   0.0  I
                    I   0.1  I   0.0  I
                   -I--------I--------I
            COLUMN     2946       901      3847
             TOTAL     76.6      23.4     100.0

   NUMBER OF MISSING OBSERVATIONS =      39
```

Table IV-141

Relationship Between Public and Parochial School Students and Number of People in House (Item 5)

Eighth Grade, N = 3886

```
         COUNT  I
       ROW PCT  IPUBLIC   PAROCHIAL    ROW
       COL PCT  I                      TOTAL
       TOT PCT  I    1.00I    2.00I
       ---------I--------I--------I
          1.00  I      1 I      0 I      1
                I  100.0 I    0.0 I    0.0
                I    0.0 I    0.0 I
                I    0.0 I    0.0 I
               -I--------I--------I
          2.00  I     28 I      6 I     34
                I   82.4 I   17.6 I    0.9
                I    0.9 I    0.7 I
                I    0.7 I    0.2 I
               -I--------I--------I
          3.00  I    233 I     57 I    290
                I   80.3 I   19.7 I    7.5
                I    7.8 I    6.3 I
                I    6.0 I    1.5 I
               -I--------I--------I
          4.00  I    592 I    169 I    761
                I   77.8 I   22.2 I   19.6
                I   19.9 I   18.7 I
                I   15.3 I    4.4 I
               -I--------I--------I
          5.00  I    793 I    233 I   1026
                I   77.3 I   22.7 I   26.5
                I   26.7 I   25.7 I
                I   20.5 I    6.0 I
               -I--------I--------I
          6.00  I    619 I    174 I    793
                I   78.1 I   21.9 I   20.5
                I   20.8 I   19.2 I
                I   16.0 I    4.5 I
               -I--------I--------I
          7.00  I    321 I    119 I    440
                I   73.0 I   27.0 I   11.4
                I   10.8 I   13.1 I
                I    8.3 I    3.1 I
               -I--------I--------I
          8.00  I    181 I     78 I    259
                I   69.9 I   30.1 I    6.7
                I    6.1 I    8.6 I
                I    4.7 I    2.0 I
               -I--------I--------I
          9.00  I    201 I     69 I    270
  NINE OR MORE  I   74.4 I   25.6 I    7.0
                I    6.8 I    7.6 I
                I    5.2 I    1.8 I
               -I--------I--------I
        COLUMN      2969      905     3874
         TOTAL      76.6     23.4    100.0
```

```
NUMBER OF MISSING OBSERVATIONS =       12
```

Table IV-142

Relationship Between Public and Parochial School Students and Type of House (Item 6)

Eighth Grade, N = 3886

```
                 COUNT    I
                 ROW PCT  IPUBLIC     PAROCHIAL    ROW
                 COL PCT  I                        TOTAL
                 TOT PCT  I     1.00I     2.00I
                 --------I--------I--------I
                    1.00  I   2409  I    721  I    3130
          SINGLE FAM      I   77.0  I   23.0  I    80.6
                          I   81.0  I   79.5  I
                          I   62.1  I   18.6  I
                         -I--------I--------I
                    2.00  I    397  I    148  I     545
          MULT FAM        I   72.8  I   27.2  I    14.0
                          I   13.3  I   16.3  I
                          I   10.2  I    3.8  I
                         -I--------I--------I
                    3.00  I    152  I     36  I     188
          APT             I   80.9  I   19.1  I     4.8
                          I    5.1  I    4.0  I
                          I    3.9  I    0.9  I
                         -I--------I--------I
                    4.00  I     14  I      1  I      15
          TRAILER         I   93.3  I    6.7  I     0.4
                          I    0.5  I    0.1  I
                          I    0.4  I    0.0  I
                         -I--------I--------I
                    5.00  I      2  I      1  I       3
                          I   66.7  I   33.3  I     0.1
                          I    0.1  I    0.1  I
                          I    0.1  I    0.0  I
                         -I--------I--------I
                 COLUMN       2974       907       3881
                  TOTAL       76.6      23.4      100.0

        NUMBER OF MISSING OBSERVATIONS =         5
```

Table IV-143

Relationship Between Public and Parochial School Students and Number of Rooms in House (Item 7)

Eighth Grade, N = 3886

```
         CCUNT  I
         RCW PCT IPUBLIC    PAROCHIAL    ROW
         COL PCT I                       TOTAL
         TCT PCT I   1.00I    2.00I
        --------I--------I--------I
           2.00 I     3  I     1  I       4
                I  75.0  I  25.0  I     0.1
                I   0.1  I   0.1  I
                I   0.1  I   0.0  I
               -I--------I--------I
           3.00 I    17  I     2  I      19
                I  89.5  I  10.5  I     0.5
                I   0.6  I   0.2  I
                I   0.4  I   0.1  I
               -I--------I--------I
           4.00 I    88  I    13  I     101
                I  87.1  I  12.9  I     2.6
                I   3.0  I   1.4  I
                I   2.3  I   0.3  I
               -I--------I--------I
           5.00 I   382  I   103  I     485
                I  78.8  I  21.2  I    12.5
                I  12.9  I  11.4  I
                I   9.9  I   2.7  I
               -I--------I--------I
           6.00 I   615  I   201  I     816
                I  75.4  I  24.6  I    21.1
                I  20.8  I  22.2  I
                I  15.9  I   5.2  I
               -I--------I--------I
           7.00 I   584  I   176  I     760
                I  76.8  I  23.2  I    19.6
                I  19.7  I  19.4  I
                I  15.1  I   4.6  I
               -I--------I--------I
           8.00 I   485  I   163  I     648
                I  74.8  I  25.2  I    16.8
                I  16.4  I  18.0  I
                I  12.5  I   4.2  I
               -I--------I--------I
           9.00 I   788  I   247  I    1035
   NINE OR MORE I  76.1  I  23.9  I    26.8
                I  26.6  I  27.3  I
                I  20.4  I   6.4  I
               -I--------I--------I
         CCLUMN    2962      906       3868
          TOTAL    76.6     23.4      100.0

NUMBER OF MISSING OBSERVATICNS =       18
```

Table IV-144

Relationship Between Public and Parochial School Students and Availability of Encyclopedia or Dictionary in the Home (Item 8)

Eighth Grade, N = 3886

```
                    COUNT   I
                  ROW PCT   IPUBLIC     PAROCHIAL    ROW
                  COL PCT   I                        TOTAL
                  TOT PCT   I     1.00I     2.00I
                  --------I---------I---------I
                     1.00   I   2905  I    901  I   3806
         YES                I   76.3  I   23.7  I   98.1
                            I   97.7  I   99.2  I
                            I   74.9  I   23.2  I
                          -I---------I---------I
                     2.00   I     68  I      7  I     75
         NO                 I   90.7  I    9.3  I    1.9
                            I    2.3  I    0.8  I
                            I    1.8  I    0.2  I
                          -I---------I---------I
                   COLUMN       2973       908      3881
                    TOTAL       76.6      23.4     100.0

         NUMBER OF MISSING OBSERVATIONS =        5
```

Table IV-145

Relationship Between Public and Parochial School Students and Availability of Newspapers or Magazines in the House (Item 9)

Eighth Grade, N = 3886

```
                COUNT   I
                ROW PCT IPUBLIC     PAROCHIAL    ROW
                COL PCT I                        TOTAL
                TOT PCT I     1.00I     2.00I
                --------I---------I---------I
                   1.00 I   2914  I    899  I   3813
        YES             I   76.4  I   23.6  I   98.2
                        I   98.0  I   99.0  I
                        I   75.1  I   23.2  I
                       -I---------I---------I
                   2.00 I     59  I      9  I     68
        NO              I   86.8  I   13.2  I    1.8
                        I    2.0  I    1.0  I
                        I    1.5  I    0.2  I
                       -I---------I---------I
                 COLUMN     2973       908      3881
                  TOTAL     76.6      23.4     100.0

          NUMBER OF MISSING OBSERVATIONS =         5
```

Table IV-146

Relationship Between Public and Parochial School Students and Number of Books in the Home (Item 10)

Eighth Grade, N = 3886

```
                     CCUNT   I
                    ROW PCT  IPUBLIC     PAROCHIAL    ROW
                    COL PCT  I                        TOTAL
                    TCT PCT  I     1.00I     2.00I
                    --------I--------I--------I
                       1.00  I    44   I     4   I     48
              LESS THAN 10   I  91.7   I   8.3   I    1.2
                             I   1.5   I   0.4   I
                             I   1.1   I   0.1   I
                            -I--------I--------I
                       2.00  I   258   I    35   I    293
              10-25          I  88.1   I  11.9   I    7.5
                             I   8.7   I   3.9   I
                             I   6.6   I   0.9   I
                            -I--------I--------I
                       3.00  I   998   I   274   I   1272
              26-100         I  78.5   I  21.5   I   32.7
                             I  33.5   I  30.2   I
                             I  25.7   I   7.1   I
                            -I--------I--------I
                       4.00  I  1677   I   595   I   2272
              > 100          I  73.8   I  26.2   I   58.5
                             I  56.3   I  65.5   I
                             I  43.2   I  15.3   I
                            -I--------I--------I
                     COLUMN     2977       908       3885
                      TOTAL     76.6      23.4      100.0

          NUMBER OF MISSING OBSERVATIONS =         1
```

Table IV-147

Relationship Between Public and Parochial School Students and Student Interest in Books (Item 11)

Eighth Grade, N = 3886

```
                  COUNT   I
                  ROW PCT IPUBLIC    PAROCHIAL     ROW
                  COL PCT I                        TOTAL
                  TOT PCT I     1.00I     2.00I
                  --------I--------I--------I
                   1.00   I  2628   I   849   I   3477
        YES               I  75.6   I  24.4   I   89.6
                          I  88.5   I  93.5   I
                          I  67.7   I  21.9   I
                         -I--------I--------I
                   2.00   I   343   I    59   I    402
        NO                I  85.3   I  14.7   I   10.4
                          I  11.5   I   6.5   I
                          I   8.8   I   1.5   I
                         -I--------I--------I
                  COLUMN      2971      908       3879
                   TOTAL      76.6     23.4      100.0

        NUMBER OF MISSING OBSERVATIONS =         7
```

Table IV-148

Relationship Between Public and Parochial School Students and Student Possession of a Library Card (Item 12)

Eighth Grade, N = 3886

```
                      COUNT   I
                      ROW PCT IPUBLIC     PAROCHIAL    ROW
                      COL PCT I                        TOTAL
                      TOT PCT I     1.00I     2.00I
                      --------I--------I--------I
                         1.00 I  2005  I   752  I  2757
         YES                  I  72.7  I  27.3  I  71.1
                              I  67.5  I  82.8  I
                              I  51.7  I  19.4  I
                             -I--------I--------I
                         2.00 I   966  I   156  I  1122
         NO                   I  86.1  I  13.9  I  28.9
                              I  32.5  I  17.2  I
                              I  24.9  I   4.0  I
                             -I--------I--------I
                      COLUMN     2971      908     3879
                       TOTAL     76.6     23.4    100.0

         NUMBER OF MISSING OBSERVATIONS =        7
```

Table IV-149

Relationship Between Public and Parochial School Students and Parent Communication About School (Item 13)

Eighth Grade, N = 3886

```
          COUNT   I
        ROW PCT   IPUBLIC    PAROCHIAL    ROW
        COL PCT   I                       TOTAL
        TOT PCT   I     1.00I     2.00I
        ----------I---------I---------I
            1.00  I   1486  I   532   I   2018
 ALMOST EVERY DAY I   73.6  I   26.4  I   52.0
                  I   49.9  I   58.7  I
                  I   38.3  I   13.7  I
                 -I---------I---------I
            2.00  I   1242  I   339   I   1581
 ONCE IN A WHILE  I   78.6  I   21.4  I   40.7
                  I   41.7  I   37.4  I
                  I   32.0  I    8.7  I
                 -I---------I---------I
            3.00  I    248  I    36   I    284
 ALMOST NEVER     I   87.3  I   12.7  I    7.3
                  I    8.3  I    4.0  I
                  I    6.4  I    0.9  I
                 -I---------I---------I
          COLUMN      2976       907      3883
           TOTAL      76.6      23.4     100.0

NUMBER OF MISSING OBSERVATIONS =        3
```

Table IV-150

Relationship Between Public and Parochial School Students and Parents' Assistance with School Work (Item 14)

Eighth Grade, N = 3886

```
          CCUNT   I
          ROW PCT IPUBLIC    PAROCHIAL    ROW
          COL PCT I                       TOTAL
          TOT PCT I     1.00I     2.00I
          --------I---------I---------I
             1.00 I  1378   I   426   I  1804
YES               I  76.4   I  23.6   I  46.7
                  I  46.6   I  47.0   I
                  I  35.6   I  11.0   I
                 -I---------I---------I
             2.00 I  1582   I   481   I  2063
NO                I  76.7   I  23.3   I  53.3
                  I  53.4   I  53.0   I
                  I  40.9   I  12.4   I
                 -I---------I---------I
           COLUMN    2960       907      3867
            TOTAL    76.5       23.5     100.0

NUMBER OF MISSING OBSERVATIONS =       19
```

Table IV-151

Relationship Between Public and Parochial School Students and Use of Recreational Time (Item 15)*

Eighth Grade, N = 3886

	PUBLIC 1.00	PAROCHIAL 2.00
School Activities	1496 72.7	563 27.3
Community Activities	696 75.0	232 25.0
Watch TV	2909 76.8	878 23.2
Have a Job	584 73.0	216 27.0
Scouts, etc.	103 78.6	28 21.4

---

*Data for this table were collapsed across five seaprate tables. Row and column totals have not been computed.

Table IV-152

Relationship Between Public and Parochial School Students and Hours Spent Watching TV (Item 16)

Eighth Grade, N = 3886

```
                  CCUNT   I
                  RCW PCT IPUBLIC     PAROCHIAL     RCW
                  COL PCT I                         TOTAL
                  TCT PCT I     1.00I     2.00I
                  --------I--------I--------I
                    1.00  I    75   I    30   I    105
 < 1 HR                   I  71.4   I  28.6   I    2.7
                          I   2.5   I   3.3   I
                          I   1.9   I   0.8   I
                         -I--------I--------I
                    2.00  I   368   I   112   I    480
 1-2 HRS                  I  76.7   I  23.3   I   12.4
                          I  12.4   I  12.4   I
                          I   9.5   I   2.9   I
                         -I--------I--------I
                    3.00  I   703   I   200   I    903
 2-3 HRS                  I  77.9   I  22.1   I   23.3
                          I  23.7   I  22.2   I
                          I  18.1   I   5.2   I
                         -I--------I--------I
                    4.00  I   763   I   258   I   1021
 3-4 HRS                  I  74.7   I  25.3   I   26.4
                          I  25.7   I  28.6   I
                          I  19.7   I   6.7   I
                         -I--------I--------I
                    5.00  I  1063   I   302   I   1365
 > 4 HRS                  I  77.9   I  22.1   I   35.2
                          I  35.8   I  33.5   I
                          I  27.4   I   7.8   I
                         -I--------I--------I
                  COLUMN      2972       902       3874
                   TOTAL      76.7      23.3      100.0

 NUMBER OF MISSING OBSERVATIONS =       12
```

Table IV-153

Relationship Between Public and Parochial School Students and Father's Occupation (Item 17)

Eighth Grade, N = 3886

```
                    CCUNT   I
                  RCW PCT   IPUBLIC    PRIVATE     RCW
                  CCL PCT   I                      TOTAL
                  TCT PCT   I    1.00I     2.00I
                   ---------I--------I--------I
                     1.00   I   106  I    32  I    138
     UNSKILLED              I  76.8  I  23.2  I    3.6
                            I   3.6  I   3.5  I
                            I   2.7  I   0.8  I
                           -I--------I--------I
                     2.00   I   333  I    92  I    425
     SEMI-SKI               I  78.4  I  21.6  I   11.0
                            I  11.3  I  10.2  I
                            I   8.6  I   2.4  I
                           -I--------I--------I
                     3.00   I   669  I   206  I    875
     SKILLED                I  76.5  I  23.5  I   22.7
                            I  22.6  I  22.8  I
                            I  17.3  I   5.3  I
                           -I--------I--------I
                     4.00   I   131  I    79  I    210
     CLERICAL               I  62.4  I  37.6  I    5.4
                            I   4.4  I   8.7  I
                            I   3.4  I   2.0  I
                           -I--------I--------I
                     5.00   I   382  I   137  I    519
     PROF                   I  73.6  I  26.4  I   13.5
                            I  12.9  I  15.2  I
                            I   9.9  I   3.6  I
                           -I--------I--------I
                     6.00   I   383  I   130  I    513
     MGR CR CWNER           I  74.7  I  25.3  I   13.3
                            I  13.0  I  14.4  I
                            I   9.9  I   3.4  I
                           -I--------I--------I
                     8.00   I    13  I     3  I     16
     ENTERTAINMENT          I  81.3  I  18.8  I    0.4
                            I   0.4     0.3   I
                            I   0.3     0.1   I
                           -I--------I--------I
                     9.00   I   937  I   224  I   1161
     DCN'T KNCW             I  80.7  I  19.3  I   30.1
                            I  31.7  I  24.8  I
                            I  24.3  I   5.8  I
                           -I--------I--------I
                   CCLUMN      2954      903      3857
                    TCTAL      76.6     23.4     100.0

NUMBER OF MISSING CBSERVATIONS =        29
```

Table IV-154

Relationship Between Public and Parochial School Students and Father's Level of Education (Item 19)

Eighth Grade, N = 3886

```
           COUNT  I
         ROW PCT  IPUBLIC    PRIVATE     ROW
         COL PCT  I                      TOTAL
         TOT PCT  I     1.00I     2.00I
        ---------I---------I---------I
            1.00  I    138  I     58  I    196
ELEMENTARY        I   70.4  I   29.6  I    5.1
                  I    4.7  I    6.4  I
                  I    3.6  I    1.5  I
                 -I---------I---------I
            2.00  I   1195  I    391  I   1586
HIGH SCHOOL       I   75.3  I   24.7  I   41.0
                  I   40.3  I   43.1  I
                  I   30.9  I   10.1  I
                 -I---------I---------I
            3.00  I    970  I    332  I   1302
COLLEGE           I   74.5  I   25.5  I   33.6
                  I   32.7  I   36.6  I
                  I   25.1  I    8.6  I
                 -I---------I---------I
            4.00  I    662  I    126  I    788
DON'T KNOW        I   84.0  I   16.0  I   20.4
                  I   22.3  I   13.9  I
                  I   17.1  I    3.3  I
                 -I---------I---------I
          COLUMN      2965       907      3872
           TOTAL      76.6      23.4     100.0

NUMBER OF MISSING OBSERVATIONS =       14
```

Table IV-155

Relationship Between Public and Parochial School Students and Mother's Occupation (Item 18)

Eighth Grade, N = 3886

```
              CCUNT   I
            RCW PCT   IPUBLIC     PRIVATE     ROW
            CCL PCT   I                       TOTAL
            TCT PCT   I     1.00I      2.00I
            --------- I---------I---------I
               1.00   I   277   I    82   I   359
UNSKILLED             I  77.2   I  22.8   I   9.2
                      I   9.3   I   9.0   I
                      I   7.1   I   2.1   I
                     -I---------I---------I
               2.00   I   184   I    61   I   245
SEMI-SKI              I  75.1   I  24.9   I   6.3
                      I   6.2   I   6.7   I
                      I   4.7   I   1.6   I
                     -I---------I---------I
               3.00   I   120   I    34   I   154
SKILLED               I  77.9   I  22.1   I   4.0
                      I   4.0   I   3.7   I
                      I   3.1   I   0.9   I
                     -I---------I---------I
               4.00   I   405   I   155   I   560
CLERICAL              I  72.3   I  27.7   I  14.4
                      I  13.6   I  17.1   I
                      I  10.4   I   4.0   I
                     -I---------I---------I
               5.00   I   232   I    88   I   320
PROF                  I  72.5   I  27.5   I   8.2
                      I   7.8   I   9.7   I
                      I   6.0   I   2.3   I
                     -I---------I---------I
               6.00   I    56   I    17   I    73
MGR OR CWNER          I  76.7   I  23.3   I   1.9
                      I   1.9   I   1.9   I
                      I   1.4   I   0.4   I
                     -I---------I---------I
               7.00   I  1275   I   377   I  1652
STAYS AT HCME         I  77.2   I  22.8   I  42.5
                      I  42.8   I  41.5   I
                      I  32.8   I   9.7   I
                     -I---------I---------I
               8.00   I     8   I     2   I    10
ENTERTAINMENT         I  80.0   I  20.0   I   0.3
                      I   0.3   I   0.2   I
                      I   0.2   I   0.1   I
                     -I---------I---------I
               9.00   I   421   I    92   I   513
DON'T KNCW            I  82.1   I  17.9   I  13.2
                      I  14.1   I  10.1   I
                      I  10.8   I   2.4   I
                     -I---------I---------I
             CCLUMN      2978       908      3886
              TOTAL      76.6      23.4     100.0
```

Table IV-156

Relationship Between Public and Parochial School Students and Mother's Level of Education (Item 20)

Eighth Grade, N = 3886

```
                   COUNT  I
                 RCW PCT  IPUBLIC    PRIVATE      RCW
                 COL PCT  I                       TOTAL
                 TCT PCT  I     1.00I     2.00I
                 ---------I---------I---------I
                     1.00 I    111  I     47  I    158
   ELEMENTARY             I   70.3  I   29.7  I    4.1
                          I    3.7  I    5.2  I
                          I    2.9  I    1.2  I
                         -I---------I---------I
                     2.00 I   1623  I    524  I   2147
   HIGH SCHOOL            I   75.6  I   24.4  I   55.4
                          I   54.7  I   57.7  I
                          I   41.9  I   13.5  I
                         -I---------I---------I
                     3.00 I    714  I    234  I    948
   CCLLEGE                I   75.3  I   24.7  I   24.5
                          I   24.1  I   25.8  I
                          I   18.4  I    6.0  I
                         -I---------I---------I
                     4.00 I    517  I    103  I    620
   DCN'T KNCW             I   83.4  I   16.6  I   16.0
                          I   17.4  I   11.3  I
                          I   13.3  I    2.7  I
                         -I---------I---------I
                   CCLUMN     2965       908      3873
                    TCTAL     76.6      23.4     100.0

NUMBER OF MISSING OBSERVATIONS =        13
```

Table IV-157

Relationship Between Public and Parochial School Students and Students' Desire to Go to College (Item 21)

Eighth Grade, N = 3886

```
          COUNT   I
        ROW PCT   IPUBLIC    PAROCHIAL    ROW
        COL PCT   I                       TOTAL
        TOT PCT   I     1.00I     2.00I
        ----------I---------I---------I
           1.00   I   2155  I    749  I   2904
YES               I   74.2  I   25.8  I   77.5
                  I   75.1  I   85.2  I
                  I   57.5  I   20.0  I
                 -I---------I---------I
           2.00   I    713  I    130  I    843
NO                I   84.6  I   15.4  I   22.5
                  I   24.8  I   14.8  I
                  I   19.0  I    3.5  I
                 -I---------I---------I
           9.00   I      2  I      0  I      2
                  I  100.0  I    0.0  I    0.1
                  I    0.1  I    0.0  I
                  I    0.1  I    0.0  I
                 -I---------I---------I
         COLUMN       2870       879       3749
          TOTAL       76.6      23.4      100.0

NUMBER OF MISSING OBSERVATIONS =       137
```

Table IV-158

Relationship Between Public and Parochial School Students and Students' Job Preference (Item 22)

Eighth Grade, N = 3886

```
                     COUNT   I
                     ROW PCT IPUBLIC    PAROCHIAL   ROW
                     COL PCT I                      TOTAL
                     TOT PCT I    1.00I    2.00I
                     --------I--------I--------I
                        1.00 I    18  I     6  I    24
UNSKILLED                    I  75.0  I  25.0  I   0.6
                             I   0.6  I   0.7  I
                             I   0.5  I   0.2  I
                            -I--------I--------I
                        2.00 I   107  I    26  I   133
SEMI-SKI                     I  80.5  I  19.5  I   3.4
                             I   3.6  I   2.9  I
                             I   2.8  I   0.7  I
                            -I--------I--------I
                        3.00 I   511  I   153  I   664
SKILLED                      I  77.0  I  23.0  I  17.1
                             I  17.2  I  16.9  I
                             I  13.1  I   3.9  I
                            -I--------I--------I
                        4.00 I   200  I    53  I   253
CLERICAL                     I  79.1  I  20.9  I   6.5
                             I   6.7  I   5.8  I
                             I   5.1  I   1.4  I
                            -I--------I--------I
                        5.00 I  1133  I   438  I  1571
PROF                         I  72.1  I  27.9  I  40.4
                             I  38.0  I  48.2  I
                             I  29.2  I  11.3  I
                            -I--------I--------I
                        6.00 I    47  I    11  I    58
MGR OR OWNER                 I  81.0  I  19.0  I   1.5
                             I   1.6  I   1.2  I
                             I   1.2  I   0.3  I
                            -I--------I--------I
                        7.00 I     6  I     2  I     8
STAYS AT HOME                I  75.0  I  25.0  I   0.2
                             I   0.2  I   0.2  I
                             I   0.2  I   0.1  I
                            -I--------I--------I
                        8.00 I   226  I    73  I   299
ENTERTAINMENT                I  75.6  I  24.4  I   7.7
                             I   7.6  I   8.0  I
                             I   5.8  I   1.9  I
                            -I--------I--------I
                        9.00 I   730  I   146  I   876
DON'T KNOW                   I  83.3  I  16.7  I  22.5
                             I  24.5  I  16.1  I
                             I  18.8  I   3.8  I
                            -I--------I--------I
                      COLUMN    2978      908      3886
                       TOTAL    76.6     23.4     100.0
```

Table IV-159

Relationship Between Public and Parochial School Students and Sex of Child (Item 1)

Fourth Grade, N = 2707

```
          COUNT   I
        ROW PCT   IPUBLIC     PAROCHIAL    ROW
        COL PCT   I                        TOTAL
        TOT PCT   I     1.00I      2.00I
        ----------I---------I----------I
            1.00  I  1065   I    253   I   1318
 BOY              I  80.8   I   19.2   I   48.7
                  I  48.9   I   47.9   I
                  I  39.4   I    9.3   I
                 -I---------I----------I
            2.00  I  1113   I    275   I   1388
 GIRL             I  80.2   I   19.8   I   51.3
                  I  51.1   I   52.1   I
                  I  41.1   I   10.2   I
                 -I---------I----------I
          COLUMN     2178        528       2706
           TOTAL     80.5       19.5      100.0

NUMBER OF MISSING OBSERVATIONS =          1
```

Table IV-160

Relationship Between Public and Parochial School Students and Race of Child (Item 2)

Fourth Grade, N = 2707

```
                 COUNT   I
               ROW PCT   IPUBLIC    PAROCHIAL     ROW
               COL PCT   I                        TOTAL
               TOT PCT   I    1.00I     2.00I
                 --------I--------I--------I
                   1.00  I    95  I    32  I    127
   BLACK                 I  74.8  I  25.2  I    4.7
                         I   4.4  I   6.1  I
                         I   3.5  I   1.2  I
                        -I--------I--------I
                   2.00  I  2063  I   490  I   2553
   WHITE                 I  80.8  I  19.2  I   94.7
                         I  95.1  I  93.0  I
                         I  76.5  I  18.2  I
                        -I--------I--------I
                   3.00  I    12  I     5  I     17
   OTHER                 I  70.6  I  29.4  I    0.6
                         I   0.6  I   0.9  I
                         I   0.4  I   0.2  I
                        -I--------I--------I
                 COLUMN     2170       527     2697
                  TOTAL     80.5      19.5    100.0

 NUMBER OF MISSING OBSERVATIONS =        10
```

Table IV-161

Relationship Between Public and Parochial School Students and Speaking a Foreign Language in the Home (Item 3)

Fourth Grade, N = 2707

```
                   COUNT   I
                 ROW PCT   IPUBLIC    PAROCHIAL    ROW
                 COL PCT   I                       TOTAL
                 TOT PCT   I     1.00I     2.00I
                 --------I--------I--------I
                     1.00  I    40   I    16   I    56
      SPAN                 I  71.4   I  28.6   I   2.1
                           I   1.9   I   3.1   I
                           I   1.5   I   0.6   I
                          -I--------I--------I
                     2.00  I   108   I     8   I   116
      ITAL                 I  93.1   I   6.9   I   4.3
                           I   5.0   I   1.5   I
                           I   4.0   I   0.3   I
                          -I--------I--------I
                     3.00  I    80   I    17   I    97
      PORT                 I  82.5   I  17.5   I   3.6
                           I   3.7   I   3.2   I
                           I   3.0   I   0.6   I
                          -I--------I--------I
                     4.00  I  1927   I   483   I  2410
      NONE OF THESE        I  80.0   I  20.0   I  90.0
                           I  89.4   I  92.2   I
                           I  71.9   I  18.0   I
                          -I--------I--------I
                  COLUMN      2155      524      2679
                   TOTAL      80.4      19.6     100.0

     NUMBER OF MISSING OBSERVATIONS =       28
```

Table IV-162

Relationship Between Public and Parochial School Students and Number of People in House (Item 5)

Fourth Grade, N = 2707

```
         COUNT   I
       ROW PCT   IPUBLIC    PAROCHIAL    ROW
       COL PCT   I                       TOTAL
       TOT PCT   I    1.00I    2.00I
       --------I--------I--------I
          2.00   I    14  I     4  I     18
                 I  77.8  I  22.2  I    0.7
                 I   0.6  I   0.8  I
                 I   0.5  I   0.1  I
                -I--------I--------I
          3.00   I   140  I    34  I    174
                 I  80.5  I  19.5  I    6.5
                 I   6.5  I   6.5  I
                 I   5.2  I   1.3  I
                -I--------I--------I
          4.00   I   521  I   105  I    626
                 I  83.2  I  16.8  I   23.3
                 I  24.1  I  20.0  I
                 I  19.4  I   3.9  I
                -I--------I--------I
          5.00   I   613  I   133  I    746
                 I  82.2  I  17.8  I   27.7
                 I  28.3  I  25.3  I
                 I  22.8  I   4.9  I
                -I--------I--------I
          6.00   I   395  I   102  I    497
                 I  79.5  I  20.5  I   18.5
                 I  18.2  I  19.4  I
                 I  14.7  I   3.8  I
                -I--------I--------I
          7.00   I   232  I    68  I    300
                 I  77.3  I  22.7  I   11.2
                 I  10.7  I  13.0  I
                 I   8.6  I   2.5  I
                -I--------I--------I
          8.00   I   110  I    30  I    140
                 I  78.6  I  21.4  I    5.2
                 I   5.1  I   5.7  I
                 I   4.1  I   1.1  I
                -I--------I--------I
          9.00   I   140  I    49  I    189
  NINE OR MORE   I  74.1  I  25.9  I    7.0
                 I   6.5  I   9.3  I
                 I   5.2  I   1.8  I
                -I--------I--------I
        COLUMN      2165      525       2690
         TOTAL      80.5     19.5      100.0

NUMBER OF MISSING OBSERVATIONS =       17
```

Table IV-163

Relationship Between Public and Parochial School Students and Type of House (Item 6)

Fourth Grade, N = 2707

```
               CCUNT    I
               ROW PCT  IPUBLIC    PAROCHIAL    ROW
               COL PCT  I                       TOTAL
               TCT PCT  I     1.00I     2.00I
               ---------I---------I---------I
                  1.00  I   1760  I   379   I   2139
  SINGLE FAM            I   82.3  I  17.7   I   79.1
                        I   80.9  I  71.8   I
                        I   65.1  I  14.0   I
                       -I---------I---------I
                  2.00  I    287  I   114   I    401
  MULT FAM              I   71.6  I  28.4   I   14.8
                        I   13.2  I  21.6   I
                        I   10.6  I   4.2   I
                       -I---------I---------I
                  3.00  I    107  I    35   I    142
  APT                   I   75.4  I  24.6   I    5.3
                        I    4.9  I   6.6   I
                        I    4.0  I   1.3   I
                       -I---------I---------I
                  4.00  I     22  I     0   I     22
  TRAILER               I  100.0  I   0.0   I    0.8
                        I    1.0  I   0.0   I
                        I    0.8  I   0.0   I
                       -I---------I---------I
               COLUMN      2176      528        2704
                TOTAL      80.5      19.5      100.0

NUMBER OF MISSING OBSERVATIONS =        3
```

Table IV-164

Relationship Between Public and Parochial School Students and Number of Rooms in House (Item 7)

Fourth Grade, N = 2707

```
          COUNT   I
        ROW PCT   IPUBLIC    PAROCHIAL    ROW
        COL PCT   I                       TOTAL
        TOT PCT   I    1.00I    2.00I
        --------I--------I--------I
           1.00   I      1 I      0 I      1
                  I  100.0 I    0.0 I    0.0
                  I    0.0 I    0.0 I
                  I    0.0 I    0.0 I
                 -I--------I--------I
           2.00   I      5 I      1 I      6
                  I   83.3 I   16.7 I    0.2
                  I    0.2 I    0.2 I
                  I    0.2 I    0.0 I
                 -I--------I--------I
           3.00   I     25 I      5 I     30
                  I   83.3 I   16.7 I    1.1
                  I    1.2 I    0.9 I
                  I    0.9 I    0.2 I
                 -I--------I--------I
           4.00   I    120 I     27 I    147
                  I   81.6 I   18.4 I    5.5
                  I    5.5 I    5.1 I
                  I    4.5 I    1.0 I
                 -I--------I--------I
           5.00   I    391 I     97 I    488
                  I   80.1 I   19.9 I   18.1
                  I   18.1 I   18.4 I
                  I   14.5 I    3.6 I
                 -I--------I--------I
           6.00   I    517 I    118 I    635
                  I   81.4 I   18.6 I   23.6
                  I   23.9 I   22.4 I
                  I   19.2 I    4.4 I
                 -I--------I--------I
           7.00   I    397 I     97 I    494
                  I   80.4 I   19.6 I   18.3
                  I   18.3 I   18.4 I
                  I   14.7 I    3.6 I
                 -I--------I--------I
           8.00   I    322 I     81 I    403
                  I   79.9 I   20.1 I   15.0
                  I   14.9 I   15.4 I
                  I   12.0 I    3.0 I
                 -I--------I--------I
           9.00   I    388 I    101 I    489
   NINE OR MORE   I   79.3 I   20.7 I   18.2
                  I   17.9 I   19.2 I
                  I   14.4 I    3.8 I
                 -I--------I--------I
         COLUMN      2166      527      2693
          TOTAL      80.4      19.6     100.0

NUMBER OF MISSING OBSERVATIONS =      14
```

Table IV-165

Relationship Between Public and Parochial School Students and Availability of Encyclopedia or Dictionary in the Home (Item 8)

Fourth Grade, N = 2707

```
          COUNT  I
        ROW PCT  IPUBLIC                          ROW
        COL PCT  I              PAROCHIAL         TOTAL
        TOT PCT  I      1.00I      2.00I
        ---------I---------I---------I
           1.00  I   1971  I    491  I   2462
YES              I   80.1  I   19.9  I   91.1
                 I   90.6  I   93.0  I
                 I   72.9  I   18.2  I
                -I---------I---------I
           2.00  I    205  I     37  I    242
NO               I   84.7  I   15.3  I    8.9
                 I    9.4  I    7.0  I
                 I    7.6  I    1.4  I
                -I---------I---------I
         COLUMN      2176       528      2704
          TOTAL      80.5      19.5     100.0

NUMBER OF MISSING OBSERVATIONS =        3
```

Table IV-166

Relationship Between Public and Parochial School Students and Availability of Newspapers or Magazines in the House (Item 9)

Fourth Grade, N = 2707

```
                     COUNT   I
                   ROW PCT   IPUBLIC    PAROCHIAL   ROW
                   COL PCT   I                      TOTAL
                   TOT PCT   I     1.00I     2.00I
                   --------I--------I--------I
                     1.00   I   2110  I   505  I   2615
    YES                     I   80.7  I  19.3  I   96.7
                            I   97.0  I  95.6  I
                            I   78.0  I  18.7  I
                          -I--------I--------I
                     2.00   I     66  I    23  I     89
    NO                      I   74.2  I  25.8  I    3.3
                            I    3.0  I   4.4  I
                            I    2.4  I   0.9  I
                          -I--------I--------I
                   COLUMN       2176      528      2704
                    TOTAL       80.5     19.5     100.0

NUMBER OF MISSING OBSERVATIONS =        3
```

Table IV-167

Relationship Between Public and Parochial School Students and Number of Books in the Home (Item 10)

Fourth Grade, N = 2707

```
                   CCUNT    I
                   ROW PCT  IPUBLIC    PAROCHIAL     ROW
                   CCL PCT  I                        TOTAL
                   TCT PCT  I     1.00I     2.00I
                   ---------I--------I--------I
                      1.00  I   116   I     9   I    125
LESS THAN 10                I  92.8   I   7.2   I    4.6
                            I   5.3   I   1.7   I
                            I   4.3   I   0.3   I
                           -I--------I--------I
                      2.00  I   297   I    75   I    372
10-25                       I  79.8   I  20.2   I   13.8
                            I  13.7   I  14.2   I
                            I  11.0   I   2.8   I
                           -I--------I--------I
                      3.00  I   750   I   207   I    957
26-100                      I  78.4   I  21.6   I   35.5
                            I  34.6   I  39.3   I
                            I  27.8   I   7.7   I
                           -I--------I--------I
                      4.00  I  1007   I   236   I   1243
> 100                       I  81.0   I  19.0   I   46.1
                            I  45.4   I  44.8   I
                            I  37.3   I   8.8   I
                           -I--------I--------I
                   CCLUMN      2170       527       2697
                    TOTAL      80.5      19.5      100.0

NUMBER OF MISSING OBSERVATIONS =        10
```

Table IV-168

Relationship Between Public and Parochial School Students and Student Interest in Books (Item 1

Fourth Grade, N = 2707

```
                     CCUNT   I
                    RCW PCT  IPUBLIC   PAROCHIAL    ROW
                    CCL PCT  I                      TOTAL
                    TCT PCT  I     1.00I     2.00I
                    --------I--------I--------I
                       1.00  I   2101  I   518  I   2619
          YES                I   80.2  I  19.8  I   96.8
                             I   96.5  I  98.1  I
                             I   77.6  I  19.1  I
                            -I--------I--------I
                       2.00  I     77  I    10  I     87
          NO                 I   88.5  I  11.5  I    3.2
                             I    3.5  I   1.9  I
                             I    2.8  I   0.4  I
                            -I--------I--------I
                    CCLUMN      2178      528      2706
                     TOTAL      80.5      19.5     100.0

            NUMBER OF MISSING OBSERVATIONS =         1
```

Table IV-169

Relationship Between Public and Parochial School Students and Student Possession of a Library Card (Item 12)

Fourth Grade, N = 2707

```
                     CCUNT   I
                     RCW PCT IPUBLIC    PAROCHIAL     ROW
                     COL PCT I                        TOTAL
                     TCT PCT I      1.00I      2.00I
                     --------I--------I--------I
                        1.00 I  1283  I   333  I  1616
        YES                  I  79.4  I  20.6  I  59.8
                             I  59.0  I  63.1  I
                             I  47.5  I  12.3  I
                            -I--------I--------I
                        2.00 I   891  I   195  I  1086
        NO                   I  82.0  I  18.0  I  40.2
                             I  41.0  I  36.9  I
                             I  33.0  I   7.2  I
                            -I--------I--------I
                     CCLUMN     2174      528      2702
                      TOTAL     80.5     19.5     100.0

     NUMBER OF MISSING CBSERVATIONS =        5
```

Table IV-170

Relationship Between Public and Parochial School Students and Parent Communication About School (Item 13)

Fourth Grade, N = 2707

```
        COUNT   I
        ROW PCT IPUBLIC    PAROCHIAL    ROW
        COL PCT I                       TOTAL
        TOT PCT I     1.00I     2.00I
        --------I---------I---------I
           1.00 I    982  I    249  I   1231
ALMOST EVERY DAY I   79.8  I   20.2  I   45.5
                I   45.1  I   47.2  I
                I   36.3  I    9.2  I
              -I---------I---------I
           2.00 I   1024  I    244  I   1268
ONCE IN A WHILE I   80.8  I   19.2  I   46.9
                I   47.1  I   46.2  I
                I   37.9  I    9.0  I
              -I---------I---------I
           3.00 I    169  I     35  I    204
ALMOST NEVER    I   82.8  I   17.2  I    7.5
                I    7.8  I    6.6  I
                I    6.3  I    1.3  I
              -I---------I---------I
         COLUMN     2175       528      2703
          TOTAL     80.5      19.5     100.0

NUMBER OF MISSING OBSERVATIONS =        4
```

Table IV-171

Relationship Between Public and Parochial School Students and Parents' Assistance with School Work (Item 14)

Fourth Grade, N = 2707

```
             COUNT   I
             ROW PCT IPUBLIC    PAROCHIAL     ROW
             COL PCT I                        TOTAL
             TOT PCT I     1.00I     2.00I
             --------I--------I--------I
                1.00 I  1578  I   406  I  1984
YES                  I  79.5  I  20.5  I  73.4
                     I  72.6  I  76.9  I
                     I  58.4  I  15.0  I
                    -I--------I--------I
                2.00 I   596  I   122  I   718
NO                   I  83.0  I  17.0  I  26.6
                     I  27.4  I  23.1  I
                     I  22.1  I   4.5  I
                    -I--------I--------I
             COLUMN     2174      528      2702
              TOTAL     80.5      19.5     100.0

NUMBER OF MISSING OBSERVATIONS =        5
```

Table IV-172

Relationship Between Public and Parochial School Students and Use of Recreational Time (Item 15)*

Fourth Grade, N = 2707

	PUBLIC 1.00	PAROCHIAL 2.00
School Activities	886 77.9	252 22.1
Community Activities	360 82.2	78 17.8
Watch TV	2047 80.6	494 19.4 93.6 18.2
Have a Job	267 75.4	87 24.6
Scouts, etc.	690 82.5	146 17.5

---

*Data for this table were collapsed across five seaprate tables. Row and column totals have not been computed.

Table IV-173

Relationship Between Public and Parochial School Students and Hours Spent Watching TV (Item 16)

Fourth Grade, N = 2707

```
                 COUNT    I
                 ROW PCT  IPUBLIC     PAROCHIAL     ROW
                 COL PCT  I                         TOTAL
                 TOT PCT  I     1.00I     2.00I
                 ---------I---------I---------I
                   1.00   I   123   I    19   I    142
      < 1 HR              I  86.6   I  13.4   I    5.3
                          I   5.7   I   3.6   I
                          I   4.6   I   0.7   I
                         -I---------I---------I
                   2.00   I   333   I    93   I    426
      1-2 HRS             I  78.2   I  21.8   I   15.8
                          I  15.3   I  17.6   I
                          I  12.3   I   3.4   I
                         -I---------I---------I
                   3.00   I   415   I    97   I    512
      2-3 HRS             I  81.1   I  18.9   I   18.9
                          I  19.1   I  18.4   I
                          I  15.4   I   3.6   I
                         -I---------I---------I
                   4.00   I   392   I   111   I    503
      3-4 HRS             I  77.9   I  22.1   I   18.6
                          I  18.0   I  21.0   I
                          I  14.5   I   4.1   I
                         -I---------I---------I
                   5.00   I   911   I   208   I   1119
      > 4 HRS             I  81.4   I  18.6   I   41.4
                          I  41.9   I  39.4   I
                          I  33.7   I   7.7   I
                         -I---------I---------I
                 COLUMN      2174       528       2702
                  TOTAL      80.5      19.5      100.0

        NUMBER OF MISSING OBSERVATIONS =          5
```

Table IV-174

Relationship Between Public and Parochial School Students and Father's Occupation (Item 17)

Fourth Grade, N = 2707

```
              COUNT  I
            ROW PCT  IPUBLIC    PRIVATE     ROW
            COL PCT  I                      TOTAL
            TOT PCT  I    1.00I    2.00I
            ---------I--------I--------I
                1.00 I    138 I     44 I    182
UNSKILLED            I   75.8 I   24.2 I    6.7
                     I    6.3 I    8.3 I
                     I    5.1 I    1.6 I
                    -I--------I--------I
                2.00 I    210 I     48 I    258
SEMI-SKI             I   81.4 I   18.6 I    9.5
                     I    9.6 I    9.1 I
                     I    7.8 I    1.8 I
                    -I--------I--------I
                3.00 I    408 I    131 I    539
SKILLED              I   75.7 I   24.3 I   19.9
                     I   18.7 I   24.8 I
                     I   15.1 I    4.8 I
                    -I--------I--------I
                4.00 I     97 I     23 I    120
CLERICAL             I   80.8 I   19.2 I    4.4
                     I    4.5 I    4.4 I
                     I    3.6 I    0.9 I
                    -I--------I--------I
                5.00 I    248 I     38 I    286
PROF                 I   86.7 I   13.3 I   10.6
                     I   11.4 I    7.2 I
                     I    9.2 I    1.4 I
                    -I--------I--------I
                6.00 I    182 I     45 I    227
MGR OR OWNER         I   80.2 I   19.8 I    8.4
                     I    8.4 I    8.5 I
                     I    6.7 I    1.7 I
                    -I--------I--------I
                7.00 I     10 I      1 I     11
STAYS AT HOME        I   90.9 I    9.1 I    0.4
                     I    0.5 I    0.2 I
                     I    0.4 I    0.0 I
                    -I--------I--------I
                8.00 I      9 I      4 I     13
ENTERTAINMENT        I   69.2 I   30.8 I    0.5
                     I    0.4 I    0.8 I
                     I    0.3 I    0.1 I
                    -I--------I--------I
                9.00 I    875 I    194 I   1069
DON'T KNOW           I   81.9 I   18.1 I   39.5
                     I   40.2 I   36.7 I
                     I   32.3 I    7.2 I
                    -I--------I--------I
              COLUMN     2177      528     2705
               TOTAL     80.5     19.5    100.0

NUMBER OF MISSING OBSERVATIONS =        2
```

Table IV-175

Relationship Between Public and Parochial School Students and Father's Level of Education (Item

Fourth Grade, N = 2707

```
               CCUNT   I
               RCW PCT IPUBLIC    PRIVATE     ROW
               CCL PCT I                      TOTAL
               TCT PCT I     1.00I     2.00I
               --------I--------I--------I
                  1.00 I    48  !     8  I    56
    ELEMENTARY         I  85.7  I  14.3  I   2.1
                       I   2.2  I   1.5  I
                       I   1.8  I   0.3  I
                      -I--------I--------I
                  2.00 I   234  I    61  I   295
    HIGH SCHCCL        I  79.3  I  20.7  I  10.9
                       I  10.8  I  11.6  I
                       I   8.7  I   2.3  I
                      -I--------I--------I
                  3.00 I   692  I   160  I   852
    CCLLEGE            I  81.2  I  18.8  I  31.6
                       I  31.9  I  30.3  I
                       I  25.7  I   5.9  I
                      -I--------I--------I
                  4.00 I  1194  I   299  I  1493
    CCN'T KNCW         I  80.0  I  20.0  I  55.4
                       I  55.1  I  56.6  I
                       I  44.3  I  11.1  I
                      -I--------I--------I
                CCLUMN    2168      528      2696
                 TCTAL    80.4     19.6     100.0

    NUMBER OF MISSING OBSERVATIONS =       11
```

Table 17-176

lationship Between Public and Parochial School Students and Mother's Occupation (Item 18)

Fourth Grade, N = 2707

```
                    COUNT   I
                    ROW PCT IPUBLIC    PRIVATE     ROW
                    COL PCT I                      TOTAL
                    TOT PCT I    1.00I    2.00I
                    --------I--------I--------I
                      1.00  I   155  I    46  I    201
UNSKILLED                   I  77.1  I  22.9  I    7.4
                            I   7.1  I   8.7  I
                            I   5.7  I   1.7  I
                           -I--------I--------I
                      2.00  I    76  I    14  I     90
SEMI-SKI                    I  84.4  I  15.6  I    3.3
                            I   3.5  I   2.7  I
                            I   2.8  I   0.5  I
                           -I--------I--------I
                      3.00  I   132  I    26  I    158
SKILLED                     I  83.5  I  16.5  I    5.8
                            I   6.1  I   4.9  I
                            I   4.9  I   1.0  I
                           -I--------I--------I
                      4.00  I   193  I    66  I    259
CLERICAL                    I  74.5  I  25.5  I    9.6
                            I   8.9  I  12.5  I
                            I   7.1  I   2.4  I
                           -I--------I--------I
                      5.00  I   147  I    42  I    189
PROF                        I  77.8  I  22.2  I    7.0
                            I   6.7  I   8.0  I
                            I   5.4  I   1.6  I
                           -I--------I--------I
                      6.00  I    26  I     5  I     31
MGR OR OWNER                I  83.9  I  16.1  I    1.1
                            I   1.2  I   0.9  I
                            I   1.0  I   0.2  I
                           -I--------I--------I
                      7.00  I  1028  I   239  I   1267
STAYS AT HOME               I  81.1  I  18.9  I   46.8
                            I  47.2  I  45.3  I
                            I  38.0  I   8.8  I
                           -I--------I--------I
                      8.00  I     5  I     1  I      6
ENTERTAINMENT               I  83.3  I  16.7  I    0.2
                            I   0.2  I   0.2  I
                            I   0.2  I   0.0  I
                           -I--------I--------I
                      9.00  I   417  I    89  I    506
DON'T KNOW                  I  82.4  I  17.6  I   18.7
                            I  19.1  I  16.9  I
                            I  15.4  I   3.3  I
                           -I--------I--------I
                    COLUMN     2179      528      2707
                    TOTAL      80.5   [illegible].5  100.0
```

Table IV-177

ationship Between Public and Parochial School Students and Mother's Level of Education (Item 20)

Fourth Grade, N = 2707

```
                 COUNT   I
                 ROW PCT IPUBLIC    PRIVATE     ROW
                 COL PCT I                      TOTAL
                 TOT PCT I     1.00I     2.00I
                 --------I--------I--------I
                   1.00  I    30   I    15   I     45
ELEMENTARY               I  66.7   I  33.3   I    1.7
                         I   1.4   I   2.8   I
                         I   1.1   I   0.6   I
                        -I--------I--------I
                   2.00  I   414   I   104   I    518
HIGH SCHOOL              I  79.9   I  20.1   I   19.2
                         I  19.0   I  19.7   I
                         I  15.3   I   3.8   I
                        -I--------I--------I
                   3.00  I   628   I   137   I    765
COLLEGE                  I  82.1   I  17.9   I   28.3
                         I  28.9   I  25.9   I
                         I  23.2   I   5.1   I
                        -I--------I--------I
                   4.00  I  1102   I   272   I   1374
DON'T KNOW               I  80.2   I  19.8   I   50.9
                         I  50.7   I  51.5   I
                         I  40.8   I  10.1   I
                        -I--------I--------I
                 COLUMN     2174       528       2702
                  TOTAL     80.5      19.5      100.0

NUMBER OF MISSING OBSERVATIONS =          5
```

Table IV-178

Relationship Between Public and Parochial School Students and Students' Desire to Go to College (Item 21)

Fourth Grade, N = 2707

```
                  COUNT   I
                  ROW PCT IPUBLIC    PAROCHIAL   ROW
                  COL PCT I                      TOTAL
                  TOT PCT I    1.00I .  2.00I
                  --------I--------I--------I
                    1.00  I  1814  I   431  I  2245
     YES                  I  80.8  I  19.2  I  84.1
                          I  84.2  I  83.7  I
                          I  67.9  I  16.1  I
                         -I--------I--------I
                    2.00  I   341  I    84  I   425
     NO                   I  80.2  I  19.8  I  15.9
                          I  15.8  I  16.3  I
                          I  12.8  I   3.1  I
                         -I--------I--------I
                  COLUMN     2155      515     2670
                   TOTAL     80.7     19.3    100.0

NUMBER OF MISSING OBSERVATIONS =       37
```

Table IV-179

Relationship Between Public and Parochial School Students and Students' Job Preference (Item 22)

Fourth Grade, N = 2707

```
                     CCUNT   I
                     RCW PCT IPUBLIC     PAROCHIAL   RCW
                     CCL PCT I                       TOTAL
                     TCT PCT I    1.00I     2.00I
                     --------I--------I--------I
                       1.00  I    51  I    20  I    71
         UNSKILLED           I  71.8  I  28.2  I   2.6
                             I   2.3  I   3.8  I
                             I   1.9  I   0.7  I
                            -I--------I--------I
                       2.00  I    75  I    15  I    90
         SEMI-SKI            I  83.3  I  16.7  I   3.3
                             I   3.4  I   2.8  I
                             I   2.8  I   0.6  I
                            -I--------I--------I
                       3.00  I   317  I    83  I   400
         SKILLED             I  79.3  I  20.8  I  14.8
                             I  14.5  I  15.7  I
                             I  11.7  I   3.1  I
                            -I--------I--------I
                       4.00  I    64  I    17  I    81
         CLERICAL            I  79.0  I  21.0  I   3.0
                             I   2.9  I   3.2  I
                             I   2.4  I   0.6  I
                            -I--------I--------I
                       5.00  I   899  I   221  I  1120
         PROF                I  80.3  I  19.7  I  41.4
                             I  41.3  I  41.9  I
                             I  33.2  I   8.2  I
                            -I--------I--------I
                       6.00  I    21  I     1  I    22
         MGR OR CWNER        I  95.5  I   4.5  I   0.8
                             I   1.0  I   0.2  I
                             I   0.8  I   0.0  I
                            -I--------I--------I
                       7.00  I    22  I     1  I    23
         STAYS AT HCME       I  95.7  I   4.3  I   0.8
                             I   1.0  I   0.2  I
                             I   0.8  I   0.0  I
                            -I--------I--------I
                       8.00  I   274  I    53  I   327
         ENTERTAINMENT       I  83.8  I  16.2  I  12.1
                             I  12.6  I  10.0  I
                             I  10.1  I   2.0  I
                            -I--------I--------I
                       9.00  I   456  I   117  I   573
         CCN'T KNOW          I  79.6  I  20.4  I  21.2
                             I  20.9  I  22.2  I
                             I  16.8  I   4.3  I
                            -I--------I--------I
                     CCLUMN     2179      528      2707
                     TOTAL      80.5     19.5     100.0
```

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Achievement in the Basic Skills:

4th/8th Grade, Public and Parochial Schools

Final Report

Section V: Psychometric/Test Intrinsic Factors

October 22, 1976

This report is the work of Michael Bassis, Barbara E. Brittingham, Patricia Ewing, Stephen Horwitz, William Hunter, John Long, Joseph Maguire, David Morton, and Thomas Pezzullo.

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V. COMPONENT: PSYCHOMETRIC/TEST INTRINSIC FACTORS

In examining the relationships between achievement test results of fourth and eighth grade students, and between public and parochial school students, the RIDE request for proposals specified that the contractor should address the issue of psychometric/test intrinsic factors (RFP, p.2). Our examination of those factors inherent in the testing process and their possible impact upon either student achievement scores and/or interpretation of those achievement scores will be presented in two sections. First, an examination of general scaling issues will be presented; this section will attend to an examination of those factors which are independent of Rhode Island test results -- ie, factors which are inherent in the test instruments and norms used. Second, an examination will be made of the Rhode Island test data for 1970-71 and for 1974-75 to determine the degree to which such test-inherent factors impact upon the analysis and interpretation of the Rhode Island test scores.

I. General Scaling Issues

Central to the interpretation of any standardized test score is information contained in the technical manual produced by the test publishers themselves. This technical information both defines and limits the interpretations of individual and group scores and includes information on norms which can aid in the interpretation of the test scores.

Norms on standardized tests are based upon achievement scores of a large population of students similar to the students for whom the test was designed and are useful for comparing the achievement of a particular group of students (in this case, Rhode Island students) with the achievement of another group of interest (such as a national sample of fourth and eighth grade students). In addition to publishing national norms based on a regionally and ethnically representative sample of students across the country, publishers often make separate norm tables available for various regional and cultural groups.

The publishers of the ITBS make several separate norm tables available since, as they state in their Manual of Percentile Norms for Catholic Schools, (page 6):

> Each school must decide for itself what norms are appropriate for its needs. A pupil is simultaneously a member of a large number of different populations: his class, his building, his city system, his state, his region, his country; schools with similar financial resources, schools of similar size, public schools, Catholic schools, private schools, etc. Comparing a student's performance to different population groups provides different perspectives of his performance. It is up to individual schools to decide which will be most meaningful in their educational program.

Public/Parochial Normative Differences

Implicit in the publisher's preparation of a variety of norm tables is the concept that the most appropriate way to interpret the scores of an individual or group is probably in relation to the norm group which is the most like the individual or group. Historically, for all of its reports, the Rhode Island state testing program has used only the national norms in interpreting the data for all of the identifiable subpopulations (public, parochial, private) in the state.

For purposes of this study, therefore, it was decided to use information available in the technical manuals to compare the overall distribution of grade equivalent scores for the National norming sample with the distribution for Catholic school students. Specifically, grade equivalent scores associated with the twenty-fifth, fiftieth, and seventy-fifth percentiles were compared for the National and Catholic norming populations. This was accomplished by comparing the grade equivalent score necessary to achieve at each of the aforementioned percentiles in the National and

Catholic norms for both the fourth and eighth grade levels. The process was repeated for the following four ITBS test scores: Reading (R); Total Language (L): Total Mathematics (M); and the overall test Composite (C). Tables 1 through 4 present the results of this analysis.

Examination of Tables 1 through 4 illustrates quite clearly that, across all of the subtests in question, grade equivalent scores associated with the various percentiles are substantially higher for the Catholic norm sample than for the National norm sample. In particular, examination of the Composite scores comparison presented in Table 4 shows that there is a two to three month differential at fourth grade, and a four to eleven month differential at eighth grade. That there are score differences between the Catholic and National norm samples, and that these differences become larger between fourth and eighth grade, should not be particularly surprising. In fact, in their manual of Percentile Norms for Catholic Schools, the publishers of the ITBS state, "In general, performance on the test by pupils in Catholic schools is extremely variable and is considerably above national performance, particularly in the upper grades." (p. 6).

Percentile scores represent points in the distribution below which a specificed percent of a group of students score. Examination of the data in Tables 1 through 4 indicates that the 75th percentile, that score below which 75% of the students score, is lower in grade equivalent terms among the National norm group than among the Catholic school norm group.

TABLE V-1

Reading Subtest

Percentiles to Grade Equivalents for Beginning of Year (prior to 12/1) Norms' Iowa Tests of Basic Skills

	Catholic Norm Sample		National Norm Sample	
	Grade 4	Grade 8	Grade 4	Grade 8
P 75	5.2	9.8	5.0	9.4
P 50	4.3	8.8	4.1	8.1
P 25	3.5	7.8	3.1	6.6

TABLE V-2

Language Subtest

Percentiles to Grade Equivalents for Beginning of Year (prior to 12/1) Norms Iowa Tests of Basic Skills

	Catholic Norm Sample		National Norm Sample	
	Grade 4	Grade 8	Grade 4	Grade 8
P 75	5.4	10.2	5.2	9.6
P 50	4.4	9.0	4.1	8.0
P 25	3.5	7.6	3.2	6.4

TABLE V-3

Mathematics Subtest

Percentiles to Grade Equivalent for Beginning of Year (prior to 12/1) Norms Iowa Tests of Basic Skills

	Catholic Norm Sample		National Norm Sample	
	Grade 4	Grade 8	Grade 4	Grade 8
P 75	4.9	9.7	4.9	9.3
P 50	4.3	8.7	4.0	8.0
P 25	3.6	7.6	3.3	6.8

TABLE V-4

Composite Score

Percentiles to Grade Equivalents for Beginning of Year (prior to 12/1) Norms Iowa Tests of Basic Skills

	Catholic Norm Sample		National Norm Sample	
	Grade 4	Grade 8	Grade 4	Grade 8
P 75	5.1	9.7	4.9	9.3
P 50	4.3	8.8	4.0	8.0
P 25	3.6	7.8	3.3	6.7

A similar conclusion applies in the case of P_{50}, the midpoint in the distribution of grade equivalent scores, and P_{25}, the score which represents the lower quarter of the distribution. Most dramatic of all are the comparisons at P_{25} for the Catholic and National norm groups in grade eight, where differences between Catholic and National norms range to slightly over one grade equivalent year.

In summary, perhaps the most important information contained in Tables 1 through 4 is that when raw scores of Catholic school students are converted to grade equivalent or percentile scores using the National norm table supplied by the publishers, their scores will be considerably higher than if the Catholic norm tables had been used.

Fourth Grade/Eighth Grade Patterns and Differences

In addition to Public/Parochial achievement differences, the RIDE request for proposals raised the issue of score "declines" between fourth and eighth grades in the state -- ie, the fourth graders were seen as performing relatively better, when compared to National norms, than were the eighth graders. The normative scores which were presented to illustrate this apparent decline were grade equivalent scores. The grade equivalent score scale is a developmental scale which is designed to represent the entire range of academic skills development and is used to facilitate the comparison of scores from various levels of an achievement test. The grade-equivalent of a given raw score is intended to indicate the grade level at which the typical student makes this raw score. For example, if a student makes a grade equivalent score of 6.3, this means that his raw score on the test is the same as that made by the typical (or median) student in sixth grade at the end of the third month in that grade. The average expected yearly growth is, therefore, defined to be 1.0, The use of grade equivalent scores assumes a somewhat linear growth in achievement from the beginning to the end of a particular grade level and a somewhat linear growth in achievement across school years. What is not assumed, nor implied, by the grade equivalent score scale is the equality in terms of relative performance of the meaning of the unit of measurement "month" from grade to grade. That is, a four month gain (or loss) at the fourth grade does not convey the same meaning as does a four month gain (or loss) at the eighth grade when describing how well (or poorly) fourth and eighth grade students are doing in relation to the national norms.

In addition, as is noted in the _ITBS Manual for Administrators, Supervisors and Counselors_, use of grade equivalent scores may lead to misinterpretation since, as they state,

> "A second possible misinterpretation stems from the fact that identical grade equivalents earned on different tests do not necessarily represent equally good performance. For comparison of pupils status in a group from test to test, grade equivalent scores may be misleading, particularly if they are well above or well below average. For this type of comparison, percentile ranks are more appropriate." (p. 20)

To further clarify this issue-- which can lead to substantial misinterpretation of testing results--consider the following example: A student scoring exactly at grade level on the fourth grade ITBS Vocabulary subtest would earn a grade equivalent of 4.0 at the beginning of the year. This student, who is scoring precisely at his grade level, would have a percentile rank of 46 among fourth graders. An eighth grader, scoring exactly at grade level at the beginning of the year would earn a grade equivalent score of 8.0, and would have a percentile rank of 47 among eighth graders. According to the publisher's definition of grade equivalent scores, one would expect both of these students to be at the 50th percentile. The fact that they are not - due to efforts to fit a smooth curve and equalize grade equivalent gains throughout the year-further illustrates some of the difficulties with grade equivalent scores. Hence, by using the grade equivalent score scale these two students appear to be scoring right where they should be (at grade level), and if these scores had been earned by the same student four years apart the student would have appeared to be gaining at precisely the expected rate-four years growth in four years. Using a different derived score--the percentile rank--yields a different picture. When considering performance using percentile ranks both scores are slightly below the median (46 and 47th percentiles) and if these represented the scores earned by the same student it would appear that the student has made a very small improvement relative to the national norms between fourth and eighth grades.

Differences in interpretation such as those noted above become far more pronounced as one moves further from the center of the score distribution (i.e. further from grade level, either above or below). For example, on the ITBS Language subtest a fourth grader at the 3.5 grade level (half a year below grade level) is scoring at the 34th percentile while an eighth grader scoring at the 7.5 grade level (also half a year below grade level) is at the 43rd percentile.

Table 5 presents the various percentile equivalents for each of several grade equivalent positions, by ITBS subtest area, for fourth and eighth grade students.

Inspection of Table 5 illustrates quite dramatically the differences in score interpretation which will be made if grade equivalents or percentiles are used for comparing fourth and eighth grade student performance on the ITBS. For example, it is clear that being one year below grade level means something quite different at grades 4 and 8 when the concern is how the students compare to the national population. At grade 4 if a

TABLE V-5

Grade Equilvalent to National Percentile Ranks

Selected Grade for Equivalent Deviations Around Grade Level

		ITBS TEST AREA							
		Reading		Total Language		Total Mathematics		Composite Score	
		Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8
Yrs. Above Grade	+1.5	85	77	82	74	92	79	88	79
	+1.0	75	67	72	66	82	70	78	70
	+0.5	62	57	61	58	66	60	64	60
	Grade Level	48	48	48	51	49	50	49	50
Yrs. Below Grade	-0.5	34	40	34	43	30	40	33	40
	-1.0	22	31	18	35	13	30	14	31
	-1.5	12	23	5	27	3	20	2	22

student is one grade equivalent year below the norm on the ITBS composite score the student is in the 14th percentile; at grade 8 a student one grade-equivalent year below on the composite score is in the 35th percentile.

To summarize the information presented in Table 5, it is apparent that identical grade equivalent deficits in grades four and eight are not identical when one is interested in relative standing in the norming population (i.e., percentile ranks). This implies that for all subtest areas of the ITBS when grade equivalent scores at grades four and eight are examined, and the students are scoring even slightly below grade level, fourth grade data will look "better" than eighth grade data if grade equivalent scores are used. As a consequence of this, even if students maintain their standing relative to the national norming population (i.e., if they have the same below average percentile rank at grades four and eight) there will be a decline in their grade equivalent scores. For purposes of comparison of the relative achievement at two difference grade levels, therefore, the use of the grade equivalent scale score is inappropriate.

Summary, General Scaling Issues:

An examination of factors independent of Rhode Island students and/or Rhode Island achievement test scores was made. The two areas examined were national in scope and focused upon existing differences in public-parochial and fourth-eighth grade differences in ITBS measured achievement levels and test score interpretations. It was shown that rather large differences exist nationally between achievement levels of public and parochial school students and that these differences are more pronounced in the higher grade levels and for low achieving students. It was also shown that when examining student achievement test scores, where comparisons are drawn between performance at differing grade levels, the use of grade equivalent scores can be quite misleading. For comparison of relative performance, i.e. "how are students doing in relation to their peers around the nation", the use of percentile ranks will be a more valid indicator.

II. Re-analysis of 1970-71 and 1974-75 R.I. Testing Data

Prior to the presentation of the complete re-analysis of the 1970-71 and 1974-75 R.I. testing data, in light of the issues raised in the preceding section of this report regarding general scaling issues, it was decided to briefly examine the longitudinal comparisons presented by RIDE in their request for proposals since it was these comparisons which raised the issues which ultimately resulted in the RFP.

The data presented in Table 6, which acted as a stimulus for a great deal of discussion regarding public/parochial school differences and test score declines between fourth and eighth grade students in Rhode Island, are (in the opinion of this contractor) presented in such a manner as to invite misinterpretation by those who are not familiar with the principles of standardized test scores and what are (or are not) valid interpretations of such scores. This contractor is not in any way implying that the average scores presented for the public and parochial school students are in error. In terms of grade equivalent scores obtained from the National norms tables they may be, in fact, the scores obtained by the public and parochial school students in Rhode Island, and if so they do clearly indicate that Parochial school students scored higher at both fourth and eighth grades than did the public school students. In terms of the two major questions to which this study is addressed, (i.e. why do fourth grade students in Rhode Island tend to perform better than eighth grade students in relation to National norms; why do parochial school students, especially at the eighth grade level, tend to perform better

TABLE V-6

Longitudinal Comparisons Presented in RIDE request for Proposals, pg. 17, 18

ITBS Score		4th Grade 1970-71	8th Grade 1974-75	Expected Gain	Actual Gain
Composite	Public	4.1	7.9	4.0	3.8
	Parochial	4.3	8.5	4.0	4.2
Reading	Public	4.0	7.8	4.0	3.8
	Parochial	4.3	8.5	4.0	4.2
Total Language	Public	4.2	7.8	4.0	3.6
	Parochial	4.6	8.8	4.0	4.2
Total Mathematics	Public	4.1	7.9	4.0	3.8
	Parochial	4.1	8.2	4.0	4.1

than the public school students in relation to national norms). The way these data are presented appears to imply that public school students do not achieve their "expected" growth while the parochial school students grow at a faster rate than expected. There are three basic problems associated with the drawing of such inferences from the data presented in Table 6. The first of these problems is in the use of grade-equivalent scores for making comparisons across grade levels. As was noted in the previous section of this report, grade-equivalent scores can be highly misleading when making comparisons such as these, percentile ranks being preferable. A second problem--which is in large measure also a consequence of using grade-equivalent scores-- lies in the definition of what is "expected" growth. The premise upon which the longitudinal comparisons presented in Table 6 lies is that a common expectation for growth exists for the public and parochial school students, with no consideration given to the initial achievement status of the two groups. Both groups are "expected" to grow 4.0 grade equivalent years in a four year period. The publishers of the ITBS assert, in several places in their manuals, that a common expectation for the growth of all students is unrealistic since it should be expected that those who are above grade level should be expected to gain more than ten months, just as those who score substantially below grade level ought be expected to gain less than ten months in a school year. Finally, the third problem with the data as presented in Table 6 is also associated with the way in which one defines "expected" growth. The ITBS Manual of Percentile Norms for Catholic Schools states that " the description of a students' (or groups) performance will vary, of course, with the population it is compared to" (pg. 6) Given the discrepencies which exist on a nationwide basis between National and Catholic school norms which were described in the previous section, it might also be argued that the parochial schools in Rhode Island should be examined vis a vis their National Catholic School counterparts.

In an attempt to examine the RIDE provided data in light of the above three problem areas, Table 7 presents some alternative longitudinal comparisons. Table 7 presents, for each of the four test areas contained in the RIDE request for proposals, the average grade equivalents and the National percentiles associated with these grade equivalents. Since a percentile represents standing within a specified population the "expected change" from fourth to eighth grade would be 0--i.e. the expectation would be that the students would neither gain nor lose, but would maintain their relative position in the population. Inspection of Table 7 illustrates that, when change relative to the National norm group is examined, the average public school student decreased slightly (from a loss of between three to seven percentile points) while the average parochial school student increased slightly (from no change to a gain of two percentile points). Further, the average for the public school students started very close to the 50th percentile (the "national average") and ended very close to the national average. On the Composite, or overall score, the change was from the 52nd to the 48th percentile. Parochial school students at the fourth grade level were somewhat above the National average (the 59th percentile) at grade four and improved very slightly (to the 60th percentile) by grade eight.

In addition to presenting Rhode Island Parochial school students standing relative to the National norm group, Table 7 presents information on how R.I. parochial school students scored versus the Catholic norms. The comparison of the R.I. Parochial schools with Catholic norms

TABLE V-7

Alternative Longitudinal Comparisons (1970-71 to 1974-75) of the Longitudinal Data presented by RIDE

ITBS Score		4th Grade 1970-71			8th Grade 1974-75			Expected Gain		Actual Gain	
		GE	Natl. %ile.	Cath. %ile.	GE	Natl. %ile.	Cath. %ile.	Natl. %ile.	Cath. %ile.	Natl. %ile.	Cath. %ile.
Composite	Public	4.1	52		7.9	48		0		-4	
	Parochial	4.3	59	51	8.5	60	42	0	0	+1	-9
Reading	Public	4.0	48		7.8	45		0		-3	
	Parochial	4.3	56	49	8.5	57	41	0	0	+1	-8
Total Language	Public	4.2	54		7.8	47		0		-7	
	Parochial	4.6	63	55	8.8	63	46	0	0	0	-9
Total Mathematics	Public	4.1	52		7.9	48		0		-4	
	Parochial	4.1	52	44	8.2	54	38	0	0	+2	-6

indicates that the ITBS Composite Score average for R.I. Parochial students in grade four, at the 51st percentile, is very close to the Catholic school average. At grade eight, the average R.I. Parochial school student is at the 42nd percentile, or eight percentile points below the average for Catholic school pupils.

Summary: Re-analysis of 1970-71 and 1974-75 Rhode Island State Testing Data

The re-analysis of the 1970-71 and 1974-75 Rhode Island state test data focused upon the examination of these data relative to differences between achievement levels of public and parochial students and upon differences between achievement levels of fourth and eighth grade students. The overall conclusions of re-analysis are:

1. The use of grade equivalent scores for drawing inferences regarding public/parochial or fourth/eighth grade differences is inappropriate and has led to misinterpretation of the state testing results.
2. Conclusions drawn about the achievement of parochial school students vary depending on whether students are compared with the data in the National norm sample or with data in the norm sample based on students in other Catholic schools. Compared to National percentile norms, Rhode Island parochial school students score above average at grades four and eight. Compared with Catholic school norms, however, Rhode Island parochial school students score above the median at grade four, but below the median at grade eight.
3. Compared with National norms, Rhode Island public school students score slightly above average in grade four and slightly below average at grade eight.

Score Re-analysis

This subsection reports a re-analysis of student achievement data using computer tapes made available to project staff by Dr. Jack Finger of Rhode Island College. The re-analysis focuses on:

a) differences between the achievement of public and parochial school students; and

b) changes in relative achievement from the fourth to eighth grade among both public and parochial school students.

Because of the second area of interest it was desirable to focus the analysis upon a four-year period in order to analyze the achievement of one group of students at both their fourth and eighth grades. In order to select for analysis what was generally considered to be the cleanest available set of data covering a four-year period, it was decided to use data on students who were fourth graders in 1970-71 and eighth graders in 1974-75.

As previously discussed, for purposes of studying student achievement relative to a known group of students (National and Catholic norm groups), percentile scores are more appropriate than grade equivalent scores. Because the 1974-75 testing for eighth grade students was conducted at two different times during the spring, scores had been previously adjusted to estimate a student's performance had he been tested in the fall. The method used was as follows: a student's grade equivalent score from spring testing was converted to a percentile score based on spring norms. That same percentile score was used with fall norms to convert to a theoretical fall grade equivalent score based on the same relative standing in the group.

The analysis which follows uses, as its measure of central tendency, the median score rather than the mean score, since a) percentile scores represent an ordinal scale rather than in interval scale and b) the

the 50th percentile is, by definition, the median. (In a normal distribution the mean and medians are equivalent; inspection of these data indicate that mean and median scores are typically within about one grade equivalent month of each other.)

According to the proposed analysis, examination of differences in student achievement would be based on an examination of not only the differences between scores of the average (median) student, but also between students at other points in the distribution. Thus, the analysis which follows uses two basic methods of analysis:

1) cumulative frequency distribution based on National percentile norms and

2) an examination of student scores at three critical points in the distribution: the 25th, 50th, and 75th percentiles based on Rhode Island scores.

The Kolmogorov-Smirnov two sample test was used with the cumulative frequency distributions in 1) above to test for statistically significant differences between two sets of distribution (e.g., fourth vs. eighth grade percentiles or public vs. parochial school achievement. The Kolmogorov-Smirnov test is a non-parametric test that is sensitive not only to the differences in the average score but to any differences existing in a distribution.[1]

The analysis which follows will address: 1) public vs. parochial school achievement; 2) 4th vs. 8th grade scores.

Public vs. Parochial. Tables A.1 through A.8 in Appendix A present cumulative frequency distributions for 4th and 8th grade public and parochial school students based on national norms; these tables also present the results of the Kolmogorov-Smirnov test for differences between the distributions for each of the three subtests (Reading, Language and Math) for the composite score.

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[1] W. J. Conover, Practical Non-Parametric Statistics. New York: Wiley and Sons, Inc., 1971.

Differences are summarized in Table 8. These data indicate that, as expected, parochial school students score better relative to national norms than do public school students. (NOTE: As outlined in an earlier section of this report, parochial school achievement appears more favorable when compared to national norms than when compared to Catholic school norms. National norms were used for these analysis so that public and parochial achievement could be compared on the same basis. An alternate analysis would involve comparing public school achievement with the distribution on National norms and parochial achievement with Catholic norms. This comparison is conducted on a limited basis later in this section.) The data in Table 8 also indicate that:

1) Among fourth grade students the largest difference between the two distributions was at the 30th (mathematics) or 40th (reading, language, composite) percentiles. Significantly fewer parochial school students than public school students scored below these points. Conversely, of course, more parochial than public school students scored above these points.

2) Amoung fourth grade students, the largest differences between the score distributions were between 5% (mathematics) and 12% (language). (These percentages represent the largest differences in cumulative score distributions. The smaller the percent, the more the two distributions of scores are alike.) Public and parochial student achievement score distributions were most alike in mathematics and least alike in language.

3) Among eighth grade students, the largest differences in score distributions between public and parochial school students occurred typically around the 40th percentile with fewer parochial than public school students scoring below that point.

4) Among eighth grade students, rather large differences existed in the distributions between the 20th and 70th percentiles. This means that in terms of very high or very low scores the public and parochial students had similar scores, but in the middle range of values parochial school students scored higher

Table V-8

Summary of Kolmogorov-Smirnov Tests:

PUBLIC VS. PAROCHIAL STUDENTS

Groups Tested	Subtest	Calculated Value	Tabular Value	Difference Favors	Comments
4th grade public vs. 4th grade parochial	Reading	.081	.031	parochial school students	Fewer parochial school students score at or below the 40th percentile
	Language	.117	.032	parochial school students	Fewer parochial school students score at or below the 40th percentile
	Mathematics	.053	.032	parochial school students	Fewer parochial school students score at or below the 30th percentile
	Composite	.060	.043	parochial school students	Fewer parochial school students score at or below the 40th percentile
8th grade public vs. 8th grade parochial	Reading	.169	.035	parochial school students	Fewer parochial school students score at or below the 40th percentile; substantial differences between the 20th and 70th percentiles
	Language	.102	.035	parochial school students	Fewer parochial school students score at or below the 50th percentile; substantial differences between the 20th and 70th percentiles
	Mathematics	.102	.035	parochial school students	Fewer parochial school students score at or below the 30th percentile
	Composite	.175	.036	parochial school students	Fewer parochial school students score at or below the 40th percentile; substantial differences between the 20th and 70th percentiles

than public school students. This pattern was apparent for reading, language, and the composite scores, but did not appear in the mathematics scores, where the only substantial difference occurred around the 30th percentile with fewer parochial school students scoring at or below that point.

5) Based on national norms, larger differnces existed between public and parochial school students at the eighth grade level than at the fourth grade level. For eighth grade students, the largest difference between the two distributions was between 10% (mathematics) and 19% (language). This means that, taken as a whole, at the eighth grade level public school and parochial school achievement distributions are most similar in mathematis and least similar in language. A difference of 19% in the Language test means that at the point of the difference, the 50th percentile, 19% fewer public school students than parochial school students score at that level or better on the test.

Presented in Tables 9 through 12 are grade equivalent scores and percentile scores for Rhode Island fourth grade students. These tables present grade equivalent and percentile scores for P_{25}, P_{50}, P_{75} for Rhode Island public school students and parochial school students. National percentiles are given for public school students and national and Catholic percentiles are given for parochial school students.

The data in Tables 9 through 12 confirm the observations made from Tables 7 and above. That is:

1) Catholic school students score higher than public school students when national norms are used for comparison.

2) Among fourth grade students, the greatest subtest differences are in language; the smallest differences are on the math subtest and the composite score.

3) There is more difference at the lower end of the distribution than at the upper end. That is. higher scoring public and parochial school students (Rhode Island P_{75}) score about the same; but low scoring public school students do worse on the tests than do low scoring parochial school students.

4) When achievement of parochial school students is compared with scores available on Catholic norms, their scores at the 4th grade are about the same (reading, language) or slightly below (math, composite) achievement of public school students compared to National norms.

Table V-9

Grade Equivalent and Percentile Distributions:

Grade 4; Subtest Reading

	Public G.E.	Public National Percentile	Parochial G.E.	Parochial National Percentile	Parochial Catholic Percentile
P_{75}	4.9	72	5.0	75	71
P_{50} (Median)	4.0	48	4.3	56	49
P_{25}	2.9	20	3.2	27	18

Table V-10

Grade Equivalent and Percentile Distributions:

Grade 4; Subtest Language

	Public G.E.	Public National Percentile	Parochial G.E.	Parochial National Percentile	Parochial Catholic Percentile
P_{75}	5.1	74	5.4	80	76
P_{50} (Median)	4.2	54	4.5	61	52
P_{25}	3.3	28	3.7	40	30

NOTE: Entries in Tables V-9 and V-10 represent grade equivalent (G.E.) and National and Catholic percentile scores below which 25, 50, and 75 percent of Rhode Island public and parochial students score.

Table V-11

Grade Equivalent and Percentile Distributions:

Grade 4; Subtest Mathematics

	Public		Parochial		
	G.E.	National Percentile	G.E.	National Percentile	Catholic Percentile
P_{75}	4.8	77	4.8	77	71
P_{50} (Median)	4.1	52	4.2	55	46
P_{25}	3.4	26	3.6	33	24

Table V-12

Grade Equivalent and Percentile Distributions:

Grade 4; Subtest Composite

	Public		Parochial		
	G.E.	National Percentile	G.E.	National Percentile	Catholic Percentile
P_{75}	4.9	76	4.9	76	71
P_{50} (Median)	4.2	56	4.3	59	51
P_{25}	3.5	33	3.7	40	29

NOTE: Entries in Tables V-11 and V-12 represent grade equivalent (G.E.) and National and Catholic percentile scores below which 25, 50, and 75 percent of Rhode Island public and parochial students score..

Presented in Tables 13 through 16 are grade equivalent scores and percentile scores for Rhode Island eighth grade students. These tables present grade equivalent and percentile scores for P_{25}, P_{50}, and P_{75} for Rhode Island public school students and parochial school students. National percentiles are given for public school students and national and Catholic percentiles are given for parochial school students.

The data in Tables 13 through 16 indicate that:

1) Catholic school students score higher than public school students when national norms are used for comparison purposes;

2) Among eighth grade students, the greatest subtest differences are in language followed by reading and the composite score; the smallest differences are in mathematics;

3) There is more difference between public and parochial students at the middle level and lower end of the distribution than at the upper end. This may be interpreted to mean that the upper quarter of the public school students score about the same as the upper quarter of the parochial school students, but that the average and slightly below average students in the public school score lower than their parochial school counterparts. (Note: the data in Table 8 above indicates that there are not large differences in achievement between the very lowest achieving public and parochial school students.)

4) When achievement of parochial school students is compared with scores available on Catholic norms, their scores at the 8th grade are about the same as public school students on National norms for reading and language and somewhat lower for mathematics and for the composite score.

Summary: Rhode Island Public/Parochial School Differences

The following summarized observations are based on score re-analysis of the computer tapes for ITBS scores for Rhode Island fourth grade students in 1970-71 and eighth grade students in 1974-75.

1. In relation to National norms, there are significant differences between the ITBS achievement test score distributions of public and parochial school students; in relation to National norms, these differences are larger at the eighth grade than at the fourth grade.
2. In general, differences in ITBS score distributions based on National norms occur at the middle and lower end of the distribution. There are no substantial differences in achievement between public and parochial school students who score at the top of their respective distributions.
3. Differences in achievement between public and parochial school students are greatest in the subtest area of Language and least in the subtest area of Mathematics.
4. When achievement of parochial school students is compared with scores available on Catholic norms, their scores are about the same or slightly below the achievement of public school students compared to National norms.

Table V-13

Grade Equivalent and Percentile Distributions:

Grade 8; Subtest Reading

	Public		Parochial		
	G.E.	National Percentile	G.E.	National Percentile	Catholic Percentile
P_{75}	9.1	69	9.5	77	67
P_{50} (Median)	7.8	45	8.6	59	44
P_{25}	6.6	25	7.4	39	18

Table V-14

Grade Equivalent and Percentile Distributions:

Grade 8; Subtest Language

	Public		Parochial		
	G.E.	National Percentile	G.E.	National Percentile	Catholic Percentile
P_{75}	9.3	71	10.0	81	80
P_{50} (Median)	7.3	47	8.9	64	48
P_{25}	6.4	25	7.5	43	23

NOTE: Entries in Tables V-13 and V-14 represent grade equivalent (G.E.) and National and Catholic percentile scores below which 25, 50, and 75 percent of Rhode Island public and parochial students score.

Table V-15

Grade Equivalent and Percentile Distributions:

Grade 8; Subtest Mathematics

	Public		Parochial		
	G.E.	National Percentile	G.E.	National Percentile	Catholic Percentile
P_{75}	9.0	70	9.0	70	59
P_{50} (Median)	7.9	46	8.1	52	36
P_{25}	6.7	24	7.1	32	17

Table V-16

Grade Equivalent and Percentile Distributions:

Grade 8; Subtest Composite

	Public		Parochial		
	G.E.	National Percentile	G.E.	National Percentile	Catholic Percentile
P_{75}	9.0	70	9.4	77	66
P_{50} (Median)	7.8	46	8.5	60	42
P_{25}	6.7	26	7.5	40	20

NOTE: Entries in Tables V-15 and V-16 represent grade equivalent (G.E.) and National and Catholic percentile scores below which 25, 50, and 75 percent of Rhode Island public and parochial students score.

Fourth to Eighth Grade Achievement Changes in relative achievment from fourth to eighth grade were examined separately for public and parochial students. The methodology was similar to that used above to examine differences between public and parochial school students. For each group of students, public and parochial, cumulative score distributions for each of the subtests (Reading, Language and Mathematics) and for the Composite score were tested using the Kolmogorov-Smirnov two-sample test to determine whether the distribution of fourth and eighth graders scores on the ITBS were the same. Following this examination, the data were inspected to determine the grade equivalent scores and the percentile scores for three points in the Rhode Island distribution: P_{75}, P_{50}, and P_{25}. Public school students were examined in terms of grade equivalent scores and National percentile norms. Parochial school students were examined in terms of grade equivalent scores and National and Catholic percentiles.

1. Public School Students Tables A.9 through A.12 in Appendix A present cumulative frequency distributions for 4th and 8th grade public school students based on national percentile norms. Also presented in these tables are the results of the Kolmogorov-Smirnov test for differences between the distributions of each of the three subtests (Reading, Language, and Mathematics) and the Composite score. Data from these tables are summarized in Table 17 below. These data indicate that, in general, based on National percentile norms, Rhode Island fourth graders do relatively better than do Rhode Island eighth graders in the public schools. In Language and Mathematics there were more moderately high scores among 4th than 8th grade students; on the Composite, there were fewer low scores among fourth graders than among eighth graders. In

Table V-17

Summary of Kolmogorov-Smirnov Tests:

FOURTH VS. EIGHTH GRADE STUDENTS

Groups Tested	Subtest	Calculated Value	Tabular Value	Difference Favors	Comments
4th grade parochial vs. 8th grade parochial	Reading	.103	.043	8th grade students	Fewer 8th grade parochial school students score at or below the 30th percentile compared with 4th grade parochial students
	Language	.045	.043	8th grade students	More 8th grade than 4th grade parochial students score above the 60th percentile
	Mathematics	-.067	.043	4th grade students	Fewer 8th than 4th grade parochial school students score at or above the 80th percentile
	Composite	.036	.044	No Difference	In terms of overall score distribution, there is no significant difference between 4th and 8th grade achievement
4th grade public vs. 8th grade public	Reading	.045	.019	Mixed results	More low scoring 4th grade students (30th percentile or lower), but also more 4th graders above the 50th percentile. No dramatic differences
	Language	-.056	.020	4th grade students	More 4th grade students score above the 60th percentile
	Mathematics	-.070	.020	4th grade students	More 4th grade students score above the 70th percentile
	Composite	-.118	.021	4th grade students	Fewer 4th grade students score at or below the 40th percentile

Table V-18

Fourth to Eighth Grade Achievement Changes, Public School Student, Reading

	Fourth Grade		Eighth Grade	
	G.E.	National Percentile	G.E.	National Percentile
P_{75}	4.9	72	9.1	69
P_{50}	4.0	48	7.8	45
P_{25}	2.9	20	6.6	25

Table V-19

Fourth to Eighth Grade Achievement Changes, Public School Student, Language

	Fourth Grade		Eighth Grade	
	G.E.	National Percentile	G.E.	National Percentile
P_{75}	5.1	74	9.3	71
P_{50}	4.2	54	7.8	47
P_{25}	3.3	28	6.4	25

NOTE: Entries in Tables V-18 and V-19 represent grade equivalent (G.E.) and National percentile scores below which 25, 50, and 75 percent of Rhode Island public school students score.

Table V-20

Fourth to Eighth Grade Achievement Changes, Public School Student, Mathematics

	Fourth Grade		Eighth Grade	
	G.E.	National Percentile	G.E.	National Percentile
P_{75}	4.8	77	9.0	70
P_{50}	4.1	52	7.9	46
P_{25}	3.4	26	6.7	24

Table V-21

Fourth to Eighth Grade Achievement Changes, Public School Student, Composite

	Fourth Grade		Eighth Grade	
	G.E.	National Percentile	G.E.	National Percentile
P_{75}	4.9	76	9.0	70
P_{50}	4.2	56	7.8	46
P_{25}	3.5	33	6.7	26

NOTE: Entries in Tables V-20 and V-21 represent grade equivalent (G.E.) and National percentile scores below which 25, 50, and 75 percent of Rhode Island public school students score.

Reading the results are mixed. More fourth than eighth grade students scored at the 30th percentile or lower (favoring eighth graders), but there were also more fourth graders at or above the national median than there were eighth graders (favoring fourth graders). There were, however, no dramatic differences in relative fourth vs. eighth grade achievement in Reading among public school students.

Tables 18 through 21 present grade equivalent and percentile scores for Rhode Island fourth and eighth grade public school students. Entries in the Tables may be interpreted as the grade equivalent and national percentile scores below which 25,50 and 75 percent of Rhode Island public school students score. These data indicate that Rhode Island public school students:

a) make grade equivalent gains greater than 4.0 at the upper end of the score distribution (P_{75});

b) make grade equivalent gains less than 4.0 at the middle and lower end of the score distribution (P_{50} and P_{75});

c) maintain or nearly maintain National percentile scores in Reading and Language between grades 4 and 8; and

d) show a decrease in National percentile scores in Mathematics and on the Composite score between grades 4 and 8.

2. Parochial School Students Tables A.13 through A.16 in Appendix A present cumulative frequency distributions for 4th and 8th grade parochial school students based on national percentile norms; these tables also present the results of the Kilmogorov-Smirnov test for differences between the distributions of each of the three subtests and the composite score. Changes based on national norms are summarized in Table 17. These data indicate that when parochial student achievement is analyzed based on National percentile norms eighth grade achievment is relatively higher than fourth grade achievment for Reading and Language; that there are more high achieving students in Mathematics at the 4th grade compared to the 8th grade; that there is no significant difference between the two distributions for the Composite score. Among parochial school students, based on National norms, there are fewer low achieving students in Mathematics and Reading at the 8th grade than at the 4th grade.

Tables 22 through 25 present grade equivalent and percentile scores for Rhode Island fourth and eighth grade parochial school students. These tables present grade equivalent and percentile scores for P_{25}, P_{50}, and P_{75} for Rhode Island parochial school students. Entries in the tables represent grade equivalent scores and national and Catholic school percentiles below which 25, 50, and 75 percent of Rhode Island students score. These data indicate that parochial school students:

a) make grade equivalent gains greater than 4.0 at the middle and upper end of the distribution;

b) make grade equivalent gains less than 4.0 at the lower end of the distribution for all subtests except Reading;

c) maintain their relative standing when compared to National percentile norms for all subtests and make slight gains in Reading; and

d) show, in general, a relative decline in percentile scores when compared to other Catholic school students: this decline is greatest in the area of Mathematics.

Summary: Fourth to Eighth Grade Achievement Patterns

The following summarized observations are based on score re-analysis of the computer tapes for the ITBS scores for Rhode Island students who were fourth graders in 1970-71 and eighth graders in 1974-75.

1. Public school students maintain or nearly maintain their standing based on National percentile scores in Reading and Language; they show a decrease in Mathematics and Composite scores at critical points in the distribution.
2. For the public school students at the upper end of the distribution, grade equivalent gains are greater than 4.0 between fourth and eighth grades; at the middle and lower end of the distribution, grade equivalent gains average less than 4.0.
3. Parochial school students maintain or improve their relative standing between fourth and eighth grade when compared to National percentile norms. They make grade equivalent gains greater than 4.0 at the middle and upper end of the distribution and grade equivalent gains less than 4.0 at the lower end of the distribution.
4. Parochial school students show, in general, a relative decline between grades four and eight when compared with Catholic percentile norms.

Table V-24

Fourth to Eighth Grade Achievement Changes, Parochial School Student, Mathematics

	Fourth Grade			Eighth Grade		
	G.E.	National Percentile	Catholic Percentile	G.E.	National Percentile	Catholic Percentile
P_{75}	4.8	77	71	9.0	70	59
P_{50}	4.2	55	46	8.1	52	36
P_{25}	3.6	33	24	7.1	32	17

Table V-25

Fourth to Eighth Grade Achievement Changes, Parochial School Student, Composite

	Fourth Grade			Eighth Grade		
	G.E.	National Percentile	Catholic Percentile	G.E.	National Percentile	Catholic Percentile
P_{75}	4.9	76	71	9.4	77	66
P_{50}	4.3	59	51	8.5	60	42
P_{25}	3.7	40	29	7.5	40	20

NOTE: Entries in Tables V-24 and V-25 represent grade equivalent (G.E.) and National and Catholic percentiles below which 25, 50, and 75 percent of Rhode Island parochial school students score.

Table V-22

Fourth to Eighth Grade Achievement Changes,

Parochial School Student, Reading

	Fourth Grade			Eighth Grade		
	G.E.	National Percentile	Catholic Percentile	G.E.	National Percentile	Catholic Percentile
P_{75}	5.0	75	71	9.5	77	67.
P_{50}	4.3	56	49	8.6	59	44
P_{25}	3.2	27	18	7.4	39	18

Table V-23

Fourth to Eighth Grade Achievement Changes,

Parochial School Student, Language

	Fourth Grade			Eighth Grade		
	G.E.	National Percentile	Catholic Percentile	G.E.	National Percentile	Catholic Percentile
P_{75}	5.4	80	76	10.0	81	80
P_{50}	4.5.	61	52	8.9	64	48
P_{25}	3.7	40	30	7.5	43	23

NOTE: Entries in Tables V-22 and V-23 represent grade equivalent (G.E.) and National and Catholic percentiles below which 25, 50, and 75 percent of Rhode Island parochial school students score.

Appendix: Comparative Distribution on the ITBS: 4th vs. 8th grade and public vs. parochial school students

A NOTE ON THE INTERPRETATION OF THE FOLLOWING TABLES

Data in the following tables represent cumulative percents of Rhode Island students who score at or below specified National percentile scores. The column headed d represents the percent difference between the two columns of Rhode Island students at each percentile range.

The n's for each column represent the number of students on whom the data are based. The book value represents the tabular value at the .99 level of significance for the Kolmogorov-Smirnov test. D is the largest value in the d column. If D is larger than the book value, there is a significant difference between the two distributions.

Table A.1

Comparative Score Distributions:

4th Grade Students, 1970-71, Reading

Cumulative Percent of Rhode Island Students

National Percentiles	Public School	Parochial School	.d
99	1.000	1.000	.000
90	.917	.926	-.009
80	.849	.846	.003
70	.738	.711	.027
60	.637	.601	.036
50	.527	.447	.080
40	.457	.376	.081
30	.378	.301	.077
20	.252	.192	.060
10	.134	.092	.042
1	.013	.005	.008
	n= 14419	n=3324	

Book Value $_{.99}$=.0313

D=.081**

Table A.2

Comparative Score Distributions:

4th Grade Students, 1970-71, Language

National Percentiles	Cumulative Percent of Rhode Island Students Public School	 Parochial School	 d
99	1.000	1.000	.000
90	.911	.882	.029
80	.806	.749	.057
70	.693	.613	.080
60	.591	.502	.089
50	.483	.372	.111
40	.375	.258	.117
30	.286	.174	.112
20	.202	.111	.091
10	.118	.057	.061
1	.002	.000	.002
	n= 13374	n=3227	

Book Value $_{.99}$=.0319

D=.117**

Table A.3

Comparative Score Distributions:

4th Grade Students, 1970-71, Mathematics

	Cumulative Percent of Rhode Island Students		
National Percentiles	Public School	Parochial School	d
99	1.000	1.000	.000
90	.907	.920	-.013
80	.784	.800	-.016
70	.687	.691	-.004
60	.613	.614	-.001
50	.502	.466	.036
40	.395	.344	.051
30	.282	.229	.053
20	.201	.161	.040
10	.075	.048	.027
1	.000	.000	.000
	n=13377	n=3237	

Book Value $_{.99}$ =.0319

D=..053**

Table A.4

Comparative Score Distributions:

4th Grade Students, 1970-71, Composite

National Percentiles	Cumulative Percent of Rhode Island Students		
	Public School	Parochial School	d
99	1.000	1.000	.000
90	.907	.916	-.009
80	.801	.799	.002
70	.682	.665	.017
60	.573	.547	.026
50	.458	.421	.037
40	.315	.255	.060
30	.208	.153	.055
20	.146	.097	.049
10	.065	.033	.032
1	.002	.001	.001
	n=11291	n=2972	

Book Value $_{.99}$ =.0426

D=.060**

Table A.5

Comparative Score Distributions:

8 th Grade Students, 1974-75, Reading

National Percentiles	Cumulative Percent of Rhode Island Students Public School	Parochial School	d
99	1.000	1.000	.000
90	.932	.910	.022
80	.852	.787	.065
70	.767	.667	.100
60	.665	.546	.119
50	.571	.410	.161
40	.451	.282	.169
30	.333	.193	.140
20	.224	.103	.121
10	.105	.048	.057
1	.018	.005	.013
	n=13848	n=2524	

Book Value $_{.99}$=.035

D=.169**

Table A.6

Comparative Score Distributions:

8th Grade Students, 1974-75, Language

	Cumulative Percent of Rhode Island Students		
National Percentiles	Public School	Parochial School	d
99	1.000	1.000	.000
90	.932	.872	.060
80	.839	.750	.089
70	.744	.595	.149
60	.647	.457	.190
50	.524	.332	.192
40	.416	.232	.184
30	.314	.134	.180
20	.204	.079	.125
10	.121	.033	.088
1	.027	.002	.025
	n=13353	n=2509	

Book Value $_{.99}$=.035

D=.192**

Table A.7

Comparative Score Distributions:

8th Grade Students, 1974-75, Mathematics

Cumulative Percent of Rhode Island Students

National Percentiles	Public School	Parochial School	d
99	1.000	1.000	.000
90	.930	.936	-.006
80	.838	.867	-.029
70	.757	.746	.011
60	.651	.616	.035
50	.545	.488	.057
40	.427	.344	.083
30	.320	.218	.102
20	.206	.120	.086
10	.104	.044	.060
1	.019	.005	.014
	n= 13699	n=2521	

Book Value .99= .035

D=.102**

Table A.8

Comparative Score Distributions:

8th Grade Students, 1974-75, Composite

	Cumulative Percent of Rhode Island Students		
National Percentiles	Public School	Parochial School	d
99	1.000	1.000	.000
90	.940	.920	.020
80	.848	.799	.049
70	.764	.663	.101
60	.661	.516	.145
50	.549	.385	.164
40	.433	.258	.175
30	.301	.152	.149
20	.196	.073	.123
10	.106	.028	.078
1	.026	.002	.024
	n=12745	n=2492	

Book Value $_{.99}$=.036

D=.175**

Table A.9

Public School Score Distributions:

(4th grade, 1970-71; 8th grade, 1974-75)

Reading Subtest

Cumulative Percent of Rhode Island Students

National Percentile	Fourth Grade	Eighth Grade	d
99	1.000	1.000	.000
90	.917	.932	-.015
80	.849	.852	-.003
70	.738	.767	-.029
60	.637	.665	-.028
50	.527	.571	-.044
40	.457	.451	.006
30	.378	.333	.045
20	.252	.224	.028
10	.134	.105	.029
1	.013	.018	-.005
	n=14419	n= 13848	

Book Value$_{.99}$ = .019

D=.045

Table A.10

Public School Score Distributions:

(4th grade, 1970-71; 8th grade, 1974-75)

Language Subtest

Cumulative Percent of Rhode Island Students

National Percentile	Fourth Grade	Eighth Grade	d
99	1.000	1.000	.000
90	.911	.932	-.021
80	.806	.839	-.033
70	.693	.744	-.051
60	.591	.647	-.056
50	.483	.524	-.041
40	.375	.416	-.041
30	.286	.314	-.028
20	.202	.204	-.002
10	.118	.121	-.003
1	.002	.027	-.025
	n= 13374	n= 13353	

Book Value $_{.99}$ = .020

D= -.056

Table A.11

Public School Score Distributions:

(4th grade, 1970-71; 8th grade, 1974-75)

Mathematics Subtest

Cumulative Percent of Rhode Island Students

National Percentile	Fourth Grade	Eighth Grade	d
99	1.000	1.000	.000
90	.907	.930	-.023
80	.784	.838	-.054
70	.687	.757	-.070
60	.613	.651	-.038
50	.502	.545	-.043
40	.395	.427	-.032
30	.282	.320	-.038
20	.201	.206	-.005
10	.075	.104	-.029
1	.000	.019	-.019
	n= 13377	n= 13699	

Book Value $_{.99}$ = .020

D= -.070

Table A.12

Public School Score Distributions:

(4th grade, 1970-71; 8th grade, 1974-75)

Composite Scores

Cumulative Percent of Rhode Island Students

National Percentile	Fourth Grade	Eighth Grade	d
99	1.000	1.000	.000
90	.907	.940	.033
80	.801	.848	.047
70	.682	.764	.082
60	.573	.661	.088
50	.458	.549	.091
40	.315	.433	.118
30	.208	.301	.093
20	.146	.196	.050
10	.065	.106	.041
1	.002	.026	.024
	n= 11291	n= 12745	

book value$_{.99}$ = .021

D= -.118

Table A.13

Parochial School Score Distributions:

(4th grade, 1970-71; 8th grade, 1974-75)

Reading Subtest

Cumulative Percent of Rhode Island Students

National Percentile	Fourth Grade	Eighth Grade	d
99	1.000	1.000	.000
90	.925	.910	.016
80	.846	.787	.059
70	.711	.667	.044
60	.601	.546	.055
50	.447	.410	.037
40	.376	.282	.094
30	.301	.193	.108
20	.192	.103	.089
10	.092	.048	.044
1	.005	.005	.000
	n= 3324	n= 2524	

book value $_{.99}$ = .043

D= .108**

Table A.14

Parochial School Score Distributions:

(4th grade, 1970-71; 8th grade, 1974-75)

Language Subtest

Cumulative Percent of Rhode Island Students

National Percentile	Fourth Grade	Eighth Grade	d
99	1.000	1.000	.000
90	.882	.872	.010
80	.749	.750	-.001
70	.613	.595	.018
60	.502	.457	.045
50	.372	.332	.040
40	.258	.232	.026
30	.174	.134	.040
20	.111	.079	.032
10	.057	.033	.024
1	.000	.002	-.002
	n= 3227	n= 2509	

book value $_{.99}$ = .0434

D= .045**

Table A.15

Parochial School Score Distributions:

(4th grade, 1970-71: 8th grade, 1974-75)

Mathematics Subtest

Cumulative Percent of Rhode Island Students

National Percentile	Fourth Grade	Eighth Grade	d
99	1.000	1.000	.000
90	.920	.936	-.016
80	.800	.867	-.067
70	.691	.746	-.055
60	.614	.616	-.002
50	.466	.488	-.022
40	.344	.344	.000
30	.229	.218	.011
20	.161	.120	.041
10	.048	.044	.004
1	.000	.005	-.005
	n= 3237	n= 2521	

book value $_{.99}$ = .0442

D= .067**

Table A.16

Parochial School Score Distributions:

(4th grade, 1970-71; 8th grade, 1974-75)

Composite Scores

Cumulative Percent of Rhode Island Students

National Percentile	Fourth Grade	Eighth Grade	d
99	1.000	1.000	.000
90	.916	.920	.004
80	.799	.799	.000
70	.665	.663	.002
60	.547	.516	.031
50	.421	.385	.036
40	.255	.258	.003
30	.153	.152	.001
20	.097	.073	.024
10	.033	.028	.005
1	.001	.002	-.001
	n= 2972	n= 2492	

book value $_{.99}$ = .0442

D= .036 NS

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Public/Parochial Project

Final Report

Appendices

October 22, 1976

John Boulmetis, M.A., Barbara E. Brittingham, Ph.D., Richard Dix, M.A., Marcia R. Feldman, Ph.D.
Stephen Horwitz, Ph.D., William J. Hunter, Ph.D., Theodore W. Kellogg, Ph.D., John V. Long, Ph.D.
Joseph Maguire, B.S., W. Lynn McKinney, Ph.D., David Morton, Ph.D., Cynthia D. Park, M.A.
Thomas P. Pezzullo, Ph.D., Nancy Rosser, B.S., Jerome A. Schaffran, Ph.D.

Appendix A

Correspondence with Advisory Council

CORRESPONDENCE WITH ADVISORY COUNCIL

September 23, 1976

The Public/Parochial Advisory Council Meeting, September 15, was productive for the CRDC project staff. I want to thank the Council members for their continued cooperation and important input.

We have reviewed all the revisions and additions suggested for the questionnaire items and have incorporated as many as possible into the final drafts. Please note the form has been separated into three different forms: one for central office administrators, one for building administrators, and one for teachers. (See enclosures).

We anticipate interviewing sometime after September 27. We will hold an Advisory Council meeting in the middle of October. I will contact you to select convenient dates after the interviews have been completed.

Please also note we are recording the Council's consensus that parents should be interviewed. Although we believe the constraints regarding this, especially time and the questionable reliability of responses, make it unfeasible, we are sensitive to the apparent void in the data omission of parental information will make. We are further considering doing selected parent interviews, and are exploring means of handling them to assure reliable data from a valid sample.

As agreed upon at the meeting, the Council's recommendation will be presented in the Final Report along with documentation on the findings on parent interviews in the literature. We genuinely appreciate the group's willingness to take a strong position on this matter. Please contact me or Pat Ewing should you wish to discuss the project.

Sincerely,

David Morton
Project Principal Investigator

Enclosure: Questionnaire

cc: Cynthia Ward
Kenneth Mellor

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August 4, 1976

Dear

The first gathering of the Advisory Council for the Public/Parochial Project is scheduled for Thursday, September 2, 1976, from 9:00-11:00 a.m. in Room 254 of the Chafee Building on the URI campus.

As I mentioned in the invitation letter, your work in the project is to help us respond to the question why parochial school students tend to perform better than public school students at the 4th and 8th grade levels.

Component V of the project, Interviewing, will consider what could be asked to elicit the differences between public and parochial systems in terms of their testing procedures, school setting (policies, curriculum, instruction) and student populations. If at the meeting you will share with us your ideas for examining public/parochial differences, we will use that input in developing the actual questionnaire. We will present for your reaction our plans for conducting the interviews; i.e., schools and personnel to be interviewed and methods to be employed.

Please call me should you have any questions. I will look forward to seeing you September 2, and am eager to hear your comments.

Sincerely,

David S. Morton
Project Principal Investigator

bdp

cc: Cynthia Ward
Kenneth Mellor

John Boulmetis, M.A.; Barbara E. Brittingham, Ph.D.; Richard Diaz, M.A.; Marcia R. Flugsrud, Ph.D.;
Stephen Horwitz, Ph.D.; William J. Hunter, Ph.D.; Theodore M. Kellogg, Ph.D.; John V. Long, Ph.D.;
W. Lynn McKinney, Ph.D.; David Morton, Ph.D.; Cynthia D. Park, M.A.; Thomas R. Pezzullo, Ph.D.;

NOTES

Public/Parochial Project Advisory Council Meeting, September 2, 1976

Present: W.L. Condon, R. Curran, K. Mellor, C. Ward, R. Courtemanche,
E. Casey, J. Morse, A. Allen, G. Graham, Sr. Mary Edward,
P. Ewing, S. Kapstein, D. Morton.

Perceived Differences Between Public and Parochial Schools

The most significant difference between parochial and public schools perceived by the Advisory Council members was in parental attitude. The parochial parents' interest in their children's education was described as noticeably more involved than that of public school children's parents. This was attributed to factors operating within the parochial school students' parents:

(1) They had voluntarily chosen the parochial schools over the public schools for their children and so had a personal commitment toward that decsion

(2) They had paid tuition and so had a recognizable dollar investment to protect

(3) They had a value system which dictated they separate their children from undesirable influences (rowdiness, drugs, etc.) and so sought the conservative atmosphere the more disciplined environment of the parochial schools would afford their children.

These three sometimes subtle but discernible workings combine to make parochial school students' parents keep in closer touch with their children's education.

A second difference noted was in the students attending parochial schools. In some areas the more capable students enroll in the parochial system (Central Falls conceded that the brightest 1/3 of its kindergarten class registers for parochial school. Other policies which might result in a higher overall intelligence level for parochial schools were cited as the tuition (possibly indicative of a higher family socioeconomic status which usually is correlated with more developed capabilities) and admittance policies that exclude those students who score lowest on standardized tests appropriate programs for needs such as special education and bilingual education.

Another suspected difference between the two systems is in the amount of school and teacher involvement in the students' educational and personal development. Parochial schools and their teachers do not maintain the neutrality required of those in the public system. They are religion bound to endorse a moral code and are more inclined to spend after school time (financially uncompensated) with the students.

The fourth difference discussed in the meeting was broadly described as school policy. Items referenced to this included the reprecussions on test scores of parochial promotion/retention policies, the impact on the public school of transfer students from the parochial sector, and the influence of parochial teacher/administrator positive interaction regarding tests results. A question from the latter is that of to what extent the parochial system holds the teacher responsible for the students' performance. Other elements relating to this general area are the testing "climate," test preparation, curriculum, and the use made of the test results.

Variables

In sum, there was consensus that the number of variables are great. The questionnaire developed for the interview should address parent, student, teacher, and administrator attitudes toward education and environmental factors such as discipline. It should also record the types and success of administrator/teacher interaction in both the public and parochial schools. Finally, it must examine the input variables by determining whether or not there are real differences in student ability levels between the two systems.

Other

Sister Mary Edward noted the changing characteristics of parochial schooling. Efforts are made to retain students in the parochial schools. Thirty-eight kindergartens will have been reopened by this fall.

Sherman Kapstein inquired about the purposes of a project of this nature and voiced concern that the Advisory Council might be asked to endorse the findings and recommendations coming from the research efforts. He was assured that the responsibility for the project was strictly that of RIDE and CRDC. That the research was being conducted specifically for Rhode Island's unique population because a need exists define differences between the public and parochial systems, and that the Final Report will make clear the Council's advisory role.

ADVISORY COUNCIL MEMBERSHIP LIST

1. Anthony J. Allen, Assistant Professor
   Department of Education
   University of Rhode Island
   Kingston, RI 02881
   (401) 792-5925

2. Edward A. Casey, Jr., Executive Secretary
   Rhode Island Federation of Teachers
   171 Pawtucket Avenue
   Pawtucket, RI 02860
   (401) 724-2700

3. William L. Condon, President
   R.I. Elementary School Principals Association
   60 Bethel Street
   Cranston, RI 02920
   (401) 943-7391

4. Robert C. Courtemanche, Superintendent
   Central Falls School District
   21 Heley Avenue
   Central Falls, RI 02863
   (401) 728-3900

5. Richard E. Curran, Title I Administrator
   150 Washington Street
   Providence, RI 02903
   (401) 272-4900

6. George Graham, Superintendent
   South Kingstown School District
   71 Columbia Street
   Wakefield, RI 02879
   (401) 783-5581

7. Sherwin J. Kapstein, Executive Director
   NEA-Rhode Island
   300 Hennessy Avenue
   North Providence, RI 02911
   (401) 353-3600

8. Sister Mary Edward Walsh
   Diocese of Providence
   Catholic School Office
   One Cathedral Avenue
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July 23, 1976

I have received your acceptance of our invitation to serve on the Advisory Council of the Public/Parochial Project. On behalf of the Rhode Island Department of Education and the Curriculum Research and Development Center staffs, I would like to thank you for your willingness to assist us in this undertaking. Your membership is a distinct asset for the Council.

We also have had acceptances from the others who received requests to participate. Currently, we are drafting more complete plans for conducting the interviews. We expect to have the design ready for review in a few weeks. At that time we will contact you regarding a date for an initial meeting of the Council.

Again, your presence in the group will be appreciated. I look forward to seeing you.

Sincerely,

David Morton
Project Principal Investigator

DM/jl

cc: C. Ward
K. Mellor

John Boulmetis, M.A.; Barbara E. B[illegible]gham, Ph.D.; Richard Diaz, M.A.; [illegible], Ph.D.;
Stephen Horwitz, Ph.D.; William J. Hunter, Ph.D.; Theodore M. Kellogg, Ph.D.; [illegible], Ph.D.;
W. Lynn McKinney, Ph.D.; David Morton, Ph.D.; Cynthia D. Park, M.A.; [illegible], Ph.D.;

PUBLIC/PAROCHIAL PROJECT

ADVISORY COUNCIL MEMBERSHIP INVITATION

Please return by July 21, 1976.

Name______________________________ Date____________________

Please indicate:

___ I am pleased to accept your invitation.

___ I cannot participate.

Permanent Mailing Adress:

Summer Mailing Address:

Telephone:

Probable Vacation Dates (or times when you would be unavailable for meetings):

CURRICULUM RESEARCH AND DEVELOPMENT CENTER
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July 13, 1976

The Curriculum Research and Development Center at the University of Rhode Island has been awarded a contract by the Rhode Island Department of Education to study the questions (1) why Rhode Island public school students perform better at the fourth grade level on the Iowa Tests of Basic Skills than at the eighth grade level and (2) why parochial school students in Rhode Island, at both levels, do better than public school students. Our research to date indicates that this same phenomenon is being experienced nationwide; and although some attention has been given to the need to address answering the questions, no objective, documented treatment of why the achievement differences exist has been done. The findings of the Rhode Island study, therefore, may have import beyond our state.

The concerns of CRDC and RIDE in examining these questions, however, rest with the Rhode Island system and its students. The Research Design contains seven components: I-Project Management, II-Computer Operations, III-Literature Review, IV-Psychometric/Test Intrinsic Factors, V-Interviewing, VI-Population Factors, VII-Reporting Function.

The work of the project will involve reviewing available data, gathering additional data; analyzing the subsequent findings; presenting the findings, and possibly recommendations indicated by the findings, to the Rhode Island Department of Education and the Board of Regents. In order to assure a comprehensive and balanced approach to these project tasks we, with the endorsement of RIDE, are inviting seven prominent educators in the state to serve as members of an Advisory Council to the project. The Advisory Council will be involved primarily in Component V-Interviewing. They will be asked to react to the methods outlined for that component and to make suggestions concerning the questionnaire developed for the interviews. The interviews will be the main source of additional data.

The purpose of this letter is to extend to you an invitation. Will you join in this important advisory capacity?

John Boulmetis, M.A.; Barbara E. Brittingham, Ph.D.; Richard Diaz, M.A.; Marcia R. Flugsrud, Ph.D.;
Stephen Horwitz, Ph.D.; William J. Hunter, Ph.D.; Theodore M. Kellogg, Ph.D.; John V. Long, Ph.D.;
W. Lynn McKinney, Ph.D.; David Morton, Ph.D.; Cynthia C. Park, M.A.; Thomas R. Pezzullo, Ph.D.;

It is anticipated that no more than five working days of your time, between now and November, would be required. We can offer to reimburse you for travel and meal costs of the meeting days. Meetings will be held on the University of Rhode Island Campus. A list of those who are receiving invitations is enclosed for your reference.

We genuinely hope you are able to accept. Should you have questions concerning the project or the interviewing component, please contact me at this number: (401) 792-2854.

We look forward to hearing from you, and would look forward to your contributions as a Council Member. Please return the enclosed form by July 21 to let us know of your response. We will appreciate your consideration.

Sincerely,

David Morton

David Morton
Project Principal Investigator

bdp

Enclosure: Response Form
Return Envelope
Advisory Council Invitation List

cc: C. Ward
P. Ewing

Appendix B

List of Schools

and

Letters for Interviewing

Confirmation Letter to Schools Interviewed

CURRICULUM RESEARCH AND DEVELOPMENT CENTER
UNIVERSITY OF RHODE ISLAND, KINGSTON, RHODE ISLAND 02881
Phone 792-2854 792-2922 789-8965

As Commissioner Schmidt's letter (see enclosure) has explained and as we discussed, the Curriculum Research and Development Center (CRDC) is currently conducting a study for the Rhode Island Department of Education. The subject of this study is to determine possible causes of the trends in Rhode Island statewide test results which show (1)fourth grade students tend to score higher than eighth grade students and (2)parochial school students tend to score higher than public school students.

A major part of the project work involves conducting interviews of those in schools who can most directly help us to identify what differences might exist between public and parochial schools which may account for the difference in achievement levels. The schools in which we wish to conduct interviews have been selected on a random sample basis. We plan to interview the superintendents for the districts in which the schools fall, the principals and assistant principals of the schools, and fourth, eighth, and a random selection of the grade level teachers. Each school will be visited by an interview team who will be comprised of professional staff from CRDC. Responses to interview questions will be kept confidential. Anonymity of the schools and those interviewed is guaranteed.

The project is an important undertaking in learning more about Rhode Island schools and pupils. Your willingness to participate and afford us access to your staff's time is greatly appreciated.

Sincerely,

Patricia Ewing
Research Associate

John Boulmetis, M.A.; Barbara E. Brittingham, Ph.D.; Richard Diaz, M.A.; Marcia R. Flugsrud, Ph.D.; Stephen Horwitz, Ph.D.; William J. Hunter, Ph.D.; Theodore M. Kellogg, Ph.D.; John V. Long, Ph.D.; Joseph Maguire, B.S.; W. Lynn McKinney, Ph.D.; David Morton, Ph.D.; Cynthia D. Park, M.A.;

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
199 Promenade Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

Dear

As I am sure you are aware, our statewide test results have for several years been showing two trends, that is, (1) fourth grade students tend to score higher than eighth grade students and (2) parochial students tend to score higher than public school students.

The Department has recently contracted with the Curriculum Research and Development Center (CRDC) at the University of Rhode Island to study possible causes of above trends. The study conducted by CRDC will explain four broad areas (1) test intrinsic factors, (2) student population factors, (3) societal factors and (4) school related factors. An aspect of the total study involves interviewing the staff of selected sample schools. In your districts, the and Schools have been selected as part of the sample.

Members of the staff at CRDC will be contacting you shortly regarding the interviews. Because of the importance of this information to the study, I would appreciate your assisting them in every way possible. You can be assured that every effort will be made to minimize any inconvenience of the selected schools. You can further be assured that the published report will not identify the selected schools or any individuals associated with these schools.

Since the data to be collected in the interviews is critical to the study, your cooperation is both necessary and appreciated.

Sincerely,

Tom

Thomas C. Schmidt
Commissioner

TCS:(CVLW):pma

Appendix C:

Cross Reference of Questions on Interview Forms

Questionnaire Topics

Cross reference of questions on different forms.
Numbers indicate the question's numbers on a particular form.

IOWA TEST OF BASIC SKILLS

I. Test Administration	Central Office	Administrator	Teacher	Teacher Short Form
- How Many Students in Room When Tested	14	18	13	
- Explained to Students by	12	16		
- Who Administers Test	15	19	14	
- Directions read by Test Ad.	16	20	15	
- Direction by Intercom	17	21	16	
- Bells and Noise	18	22	17	
- Not Taking Test		24, abc		
- Repeaters Taking Test	20,21	25	19,20	
- Excused from Test Room	19	23		
- Student Not Taking Test		26a,b,c,d		
II. Student Response				
- Student Attitude	29	44, 46b	33,35	
III. Interpretation, Use and Attitude				
- Accurate Measure		46a,43	32,35	
- Worth it		40b	29	3
- Information to Teachers	22	38	26	1
- How Information Transmitted To Teacher	23	39	27	2
- Scores Interpretation to Teacher	24	40	28	
- ITBS results used to affect classroom activity				4

CONTINUED

Cross reference of questions on different forms.
Numbers indicate the question's number on a particular form.

CURRICULUM AND INSTRUCTION

I. Instruction Time	Central Office	Administrator	Teacher	Teacher Short Form
- Minutes per subject	4	6	1	
- Time Spent on Basic Skills	25	41a, 42a	30a, 31a	
- Not Enough, Why?	25b,26	41b, 42b	30b, 31b	
- Days of Instruction	1	3		
- Released Time	2	4		
- Minutes per day	3	5		
- Attitude Toward Homework		36	23	
II. Instructional Methods				
- Methods Used		12	8	
- Staff Assignments	9	13		
III. Instructional Materials				
- Materials Used			10a	
- Percent of Time Spent			10a	
IV. Special Programs				
- Minutes spent in Special Classes	10	14	2	
- Types of Special Classes		7		
- Number of Students in Special Classes	11	15	3	

CONTINUED

Cross reference of questions on different forms.
Numbers indicate the question's number on a particular form.

ORGANIZATIONAL STRUCTURE

I. Student Environment/Climate	Central Office	Administrator	Teacher	Teacher Short Form
- Class Assignments	6	8	4	
- Reassignment	7	9	5	
- Pub/Teacher Ratio		10	6	
- Absences	8	11	7	
II. Teacher Environment/Climate				
- Does Discipline Work			37	5
- Administration make work pleasant, easier				6
- Administration Understand Teaching			39	7
- Sense of Belonging			40	8
- Method of Communication		37	24,25	9

DEMOGRAPHIC INFORMATION

I. Teacher Demographic Information	Central Office	Administrator	Teacher	Teacher Short Form
- Educational Background			41	15
- School Age Children			42a	16a
- Send to Parochial School			42b	16b
- Send to Independent School			43c	16c

CONTINUED

Cross reference of questions on different forms.
Numbers indicate the question's number on a particular form.

PERCEPTIONS OF PARENT ATTITUDES

I. Support of School Policy/Program	Central Office	Administrator	Teacher	Teacher Short Form
- Support School Policy		51	46	10
- Support Teachers		52	47	11
- Support Discipline Policy		54	49	12
- Interest in Education		57	52	14
II. Involvement in School				
- Direct Involvement		58	53	
- Types of Activity/Numbers.		59	54	
III. Support of Child' Activity				
- Encourage Student Homework		56	51	13
- Higher Education Support		53	48	

Appendix D:

Questionnaires: Central Administrator, Building Administrator, Teacher Form, Teacher Short Form

Interview Questionnaire

Central Administrator Form

NOTE: Missing Numbers Indicate

Those Questions Were Deleted.

Coding____________

INTERVIEW SCHEDULE FOR PUBLIC/PAROCHIAL SCHOOLS PROJECT

CENTRAL OFFICE ADMINISTRATORS FORM

(COMPLETE IN ADVANCE; INTERVIEWER VERIFY)

DESCRIPTION OF PERSON BEING INTERVIEWED:

ADMINISTRATIVE POSITION________

CENTRAL OFFICE ASSIGNMENT________

NAME OF SCHOOL:________________

NAME OF COMMUNITY:________________

NAME OF DISTRICT:________________

GRADES INCLUDED IN THIS SCHOOL:

PRE-K____
K____
1____
2____
3____
4____
5____
6____
7____
8____
9____
10____
11____
12____

Coding______________ ________

CURRICULUM & INSTRUCTION QUESTIONS

1. HOW MANY FULL DAYS OF INSTRUCTION ARE THERE DURING THE SCHOOL YEAR? (Discount release time days, etc.)

______days

2. HOW MANY RELEASE TIME DAYS ARE THERE DURING THE SCHOOL YEAR?

______days

3. HOW MANY MINUTES ARE SPENT IN CLASS DURING THE SCHOOL DAY (not including homeroom, recess, lunch, etc.)?

4th grade:______minutes 8th grade______minutes

HAND COPY TO INTERVIEWEES TO EXAMINE Coding____________________

4. PLEASE DESCRIBE A TYPICAL STUDENT SCHEDULE FOR EACH GRADE IN THE SCHOOL.

Typical Student's Schedule: Minutes Allotted Per Subject By Grade (Fill in number of minutes (" as indicated below) per day or week for appropriate grades).

SUBJECT	K	1	2	3	4	5	6	7	8
Art	___"day ___"wk	___"day ___"wk	___"day ___"wk	___"day ___"wk	___"day ___"wk	___"day ___"wk	___"day ___"wk	___"day ___"wk	___"day ___"wk
Foreign Lang.	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Health	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Math	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Music	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
P.E.	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Reading	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Religion	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Science	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Spelling	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
ocabulary	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
riting	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Totals	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"

Coding____________

5. FOR WHICH OF THESE SUBJECTS ARE RESOURCE OR SPECIAL TEACHERS PROVIDED? (LIST)

6. HOW ARE STUDENTS ASSIGNED TO CLASSES? (Please check)

____ Randomly
____ Standard test scores (I.Q., achievement)
____ Teacher recommendation based on____________and/or____________.
____ Remedial help needed in one or two subjects
____ Previous grades
____ Special talents
____ Special needs
____ Other (List)____________________________________

7. ONCE PLACED IN A PARTICULAR GROUP ARE STUDENTS EVER REASSIGNED TO ONE GROUP TO ANOTHER? (Please rank)

Yes________ No________

IF YES, WHAT ARE THE THREE MOST COMMON REASONS STUDENTS ARE MOVED FROM ONE GROUP TO ANOTHER? (Please

____ Improvement in grades
____ Parental request
____ Teacher recommendation based on________and/or________
____ Recognition of special needs
____ Improvement in standardized scores
____ Improvement in attitude toward school
____ Recognition of special talent
____ Other (list)____________________________________

8. WHAT IS THE RATE OF ABSENTEEISM ON A YEARLY AVERAGE, FOR A TYPICAL PUPIL?

Rate of absenteeism on a yearly average for a typical pupil by grade (Fill in number of days for appropriate grades)

K	1	2	3	4	5	6	7	8

Coding____________

5. FOR WHICH OF THESE SUBJECTS ARE RESOURCE OR SPECIAL TEACHERS PROVIDED? (LIST)

6. HOW ARE STUDENTS ASSIGNED TO CLASSES? (Please check)

____ Randomly
____ Standard test scores (I.Q., achievement)
____ Teacher recommendation based on ____________ and/or ____________.
____ Remedial help needed in one or two subjects
____ Previous grades
____ Special talents
____ Special needs
____ Other (List)____

7. ONCE PLACED IN A PARTICULAR GROUP ARE STUDENTS EVER REASSIGNED TO ONE GROUP TO ANOTHER? (Please rank)

Yes________ No________

IF YES, WHAT ARE THE THREE MOST COMMON REASONS STUDENTS ARE MOVED FROM ONE GROUP TO ANOTHER? (Please

____ Improvement in grades
____ Parental request
____ Teacher recommendation based on________and/or__________
____ Recognition of special needs
____ Improvement in standardized scores
____ Improvement in attitude toward school
____ Recognition of special talent
____ Other (list)____

8. WHAT IS THE RATE OF ABSENTEEISM ON A YEARLY AVERAGE, FOR A TYPICAL PUPIL?

Rate of absenteeism on a yearly average for a typical pupil by grade (Fill in number of days for appropriate grades)

K	1	2	3	4	5	6	7	8

Coding________________

9. WHAT IS THE PREDOMINANT TEACHING ASSIGNMENT AT EACH GRADE LEVEL?

Predominant Teaching Assignment (Check one)

	K	1	2	3	4	5	6	7	8
One teacher: All subjects in a class									
Each teacher: specialty to each class									
Team teaching									
Other (List)									

10. HOW MANY MINUTES ARE SPENT ON SPECIAL NEEDS BY STUDENTS ASSIGNED TO REGULAR CLASSES AT EACH GRADE LEVEL?

Special Needs: Minutes Allotted Per Subject By Grade (Fill in number of minutes (" as indicated below) per day or week for approximate grades).

	K	1	2	3	4	5	6	7	8
ingual	____" day ____" wk	____"day ____"wk	____"day ____"wk	____"day ____"wk	____"day ____"wk	____"day ____"wk	____"day ____"wk	____"day ____"wk	____"day ____"wk
cial Ed.	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"
edial ing	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"
dial	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"
r (list)	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"

Coding ____________

11. HOW MANY CHILDREN FROM EACH CLASS ARE INVOLVED IN SPECIAL PROGRAMS?

Special Needs: Number of Students (Please fill in number for appropriate grades).

	K	1	2	3	4	5	6	7	8
Bilingual Year Program initiated: 19__	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___
Special ed. Year Program initiated: 19__	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___
Remedial Reading ear Program nitiated: 9__	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___
emedial ath ear Program nitiated: 9__	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___
ther ear Program nitiated: 9__	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___

Comments:

Coding__________

IOWA TEST OF BASIC SKILLS QUESTIONS

12. IS IT EXPLAINED TO THE STUDENTS WHY THE ITBS WILL BE GIVEN? IF SO, WHO EXPLAINS THIS?

______Principal
______Other administrator
______Homeroom teacher
______Subject class teacher

13. DO MANY OF THE STUDENTS SHOW ANXIETY ABOUT THE FACT THAT THE TESTS ARE TIMED?

Yes________ No__________

14. HOW MANY STUDENTS ARE GIVEN THE ITBS AT THE SAME TIME IN THE SAME ROOM? (Please estimate number). ______

15 · WHO ADMINISTERS THE ITBS TO THE STUDENTS?

_____ Guidance Counselors
_____ Homeroom Teacher
_____ Subject Class Teacher
_____ Person from Central Administration
_____ Other (Please specify) ____________________

16. ARE THE DIRECTIONS FOR TAKING THE TEST READ TO THE STUDENTS BY THE TEST ADMINISTRATOR IN THE TESTING ROOM? Yes_______ No________

17. IF NOT, ARE THE DIRECTIONS FOR TAKING THE TEST READ TO THE STUDENTS BY A TEST ADMINISTRATOR OVER AN INTERCOM SYSTEM? Yes______ No______

18. ARE BELL SYSTEMS OR OTHER DISTRACTIONS, e.g., CAFETERIA NOISE, ABLE TO HEARD BY THE STUDENTS DURING THE TESTING? Yes______ No_______

19. ARE STUDENTS PERMITTED TO BE EXCUSED FROM THE TEST ROOM DURING THE TEST? Yes_____ No_______
If yes, please list reasons.

20. IF A STUDENT IS RETAINED AT 4th GRADE, DOES HE TAKE THE ITBS THE FOLLOWING YEAR? Yes______ No______

21. IF A STUDENT IS RETAINED AT 8th GRADE, DOES HE TAKE THE ITBS THE FOLLOWING YEAR? Yes_______ No_______

Coding ____________

22. WHAT KIND OF INFORMATION IS GIVEN OUT TO THE TEACHING STAFF AFTER THE ITBS SCORES ARE RETURNED? (Please check appropriate ones)

___ Grade equivalents
___ Percentiles
___ Scores for the students they teach
___ Scores for the students in their homerooms
___ Scores for all the students at their grade level
___ School or district averages
___ Other (please specify)____________________
___ None

23. IF ITBS SCORE INFORMATION IS RECEIVED, HOW IS IT COMMUNICATED TO THE TEACHERS? (Please check with appropriate ones)

___ Put on student record cards
___ Typed copy through the mails
___ Conferences with local administrators and grade level teachers involved
___ Conference with central office administrators and grade level teachers involved
___ Presented at general staff meeting
___ Other (please specify)____________________

24. ARE SCORES INTERPRETED IN ANY WAY? Yes______ No________
IS THE TIME TAKEN FOR THE IOWA TESTS WORTH IT?

Completely_______ Somewhat_____ Not at all______

25. IN YOUR OPINION, IS THE TIME SPENT ON DIRECT INSTRUCTION OF BASIC SKILLS ADEQUATE AT THE K - 4th GRADE LEVEL? Yes______ No______

IF NO, WHY CAN'T MORE TIME BE SPENT ON BASIC SKILLS?

___ Students must be with resource teachers
___ State requirements for other subjects must be fulfilled
___ Teacher's judgement that basic skills are best learned through activities other than basic instruction
___ Other (List)____________________

IN YOUR OPINION, IS THE TIME SPENT ON DIRECT INSTRUCTION OF BASIC SKILLS ADEQUATE AT THE 5th - 8th GRADE LEVEL? Yes____ No _____

26. IF NO, WHY CAN'T MORE TIME BE SPENT ON BASIC SKILLS?

___ Students must be with resource teachers
___ State requirements for other subjects must be fulfilled
___ Teacher's judgment that basic skills are best learned through other than basic instruction
___ Students should learn them before this time - not our job.
___ Other (List)____________________

27. IN YOUR OPINION, IS THE ITBS AN ACCURATE MEASURE OF WHAT THE STUDENT SHOULD HAVE MASTERED BY THE 4th GRADE? Yes_____ No_____

28. IN YOUR OPINION, IS THE ITBS AN ACCURATE MEASURE OF WHAT THE STUDENT SHOULD HAVE MASTERED BY THE 8th GRADE? Yes_____ No______

Coding____________

PERCEPTION OF STUDENTS BY TEACHERS AND ADMINISTRATORS

29. HOW WOULD YOU CHARACTERIZE 4th GRADERS' ATTITUDES TOWARD THE IOWA TESTS? (Circle one)

Excellent	Good	Fair	Poor	Very Poor

30. DO YOU BELIEVE STUDENTS TRANSFERRING INTO OR OUT OF YOUR SYSTEM/SCHOOL AFFECT IOWA TEST SCORES AT THE 4th GRADE LEVEL? Yes______ No______

IF YES, HOW? Raise______ Lower_______

WHAT MAKES YOU THINK SO? ______________________________________

____

31. AT WHICH GRADE LEVEL DO TRANSFERS HAVE THE GREATEST IMPACT ON ITBS SCORES? GRADE____________

32. DO YOU BELIEVE STUDENTS TRANSFERRING INTO OR OUT OF YOUR SYSTEM/SCHOOL AFFECT IOWA TEST SCORES AT THE 8th GRADE LEVEL? Yes_______ No_______

IF YES, HOW? Raise______ Lower______

WHAT MAKES YOU THINK SO?______________________________________

____

33. AT WHICH GRADE LEVEL DO TRANSFERS HAVE THE GREATEST IMPACT ON ITBS SCORES? GRADE____________

COMMENTS:

Coding________________

POLICIES

34. WHAT IS THE PROMOTION POLICY IN TERMS OF A STUDENT MOVING FROM GRADE TO GRADE? (Please check)

____ a. Age-grade promotion regardless of performance
____ b. Performance promotions regardless of age (i.e., acceleration repeated retention)
____ c. Consideration of both performance and age. Explain________
____
____ d. Ungraded, continuous progress program
____ e. Other (List)________________________________

35. ARE THERE ANY SPECIAL RESTRICTIONS RELATED TO THE ADMISSIONS OF STUDENTS AT THE FOLLOWING LEVELS:

4th grade?________________________________
____
____

8th grade________________________________
____

COMMENTS:

582

Interview Questionnaire

Building Administrator Form

NOTE: Missing Numbers Indicate Those

Questions were deleted.

Coding__________ __________

INTERVIEW SCHEDULE FOR PUBLIC/PAROCHIAL SCHOOLS PROJECT

BUILDING ADMINISTRATOR FORM

(COMPLETE IN ADVANCE; INTERVIEWER VERIFY)

DESCRIPTION OF PERSON BEING INTERVIEWED:

ADMINISTRATIVE POSITION________________

NAME OF SCHOOL:______________________________

NAME OF COMMUNITY:___________________________

NAME OF DISTRICT:____________________________

TYPE OF SCHOOL: PUBLIC OR PAROCHIAL (CIRCLE ONE)

GRADES INCLUDED IN THIS SCHOOL:

PRE-K___
K______
1______
2______
3______
4______
5______
6______
7______
8______
9______
10_____
11_____
12_____

Coding________________

1. DO STUDENTS WHO COME TO THIS SCHOOL LIVE IN ONE NEIGHBORHOOD?

Yes_______ No________.

2. ON WHAT BASIS ARE CHILDREN ADMITTED TO THE SYSTEM/SCHOOL? (Check all that apply)

____a. Anyone who is at least 7 years old and registers from district

____b. Test scores

____c. Ability to pay

____d. Religious affiliation

____e. Other (List)____

Comments:

CURRICULUM AND INSTRUCTION QUESTIONS

3. HOW MANY FULL DAYS OF INSTRUCTION ARE THERE DURING THE SCHOOL YEAR? (Discount release time days, etc.)

____days

4. HOW MANY RELEASE TIME DAYS ARE THERE DURING THE SCHOOL YEAR?

____days

5. HOW MANY MINUTES ARE SPENT IN CLASS DURING THE SCHOOL DAY (NOT INCLUDING HOMEROOM, RECESS, LUNCH, ETC.)?

____minutes

HAND COPY TO INTERVIEWEES

Coding________ ________

6. PLEASE DESCRIBE A TYPICAL STUDENT'S SCHEDULE FOR EACH GRADE IN SCHOOL.

Typical Student's Schedule: Minutes (as indicated below ") Allotted Per Subject By Grade (Fill in number of minutes per day or week for appropriate grades)

Subject	K	1	2	3	4	5	6	7	8
Art	___"day ___"week	___"day ___"week	___"day ___"wk	___"day ___"week	___"day ___"week	___"day ___"wk	___"day ___"week	___"day ___"week	___"day ___"week
Foreign lang.	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Health	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Math	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Music	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
P.E.	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Reading	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Religion	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Science	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Spelling	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Vocabulary	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Writing	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"
Totals (To do later)	___" ___"M	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"	___" ___"

Coding__________

7. FOR WHICH OF THESE SUBJECTS ARE RESOURCE OR SPECIAL TEACHERS PROVIDED? (List)

8. HOW ARE STUDENTS ASSIGNED TO CLASSES? (Please check)

______Randomly

______Standard test scores (I.Q., achievement)

______Teacher recommendation based on __________ and/or __________

______Remedial help needed in one or two subjects

______Alphabetically

______Previous grades

______Special talents

______Special needs

______Other (List)______________________________________

9. ONCE PLACED IN A PARTICULAR GROUP, ARE STUDENTS EVER REASSIGNED TO A DIFFERENT GROUP?

______Yes ______No

IF YES, WHAT ARE THE THREE MOST COMMON REASONS STUDENTS ARE MOVED FROM ONE GROUP TO ANOTHER? (Please rank)

______Improvement in grades

______Parental request

______Teacher recommendation based on __________ and/or __________

______Recognition of special needs

______Improvement in standardized scores

______Improvement in attitude toward school

______Recognition of special talent

______ Other (List)______________________________________

Coding____________

10. WHAT IS THE PUPIL/TEACHER RATIO FOR EACH GRADE?

Pupil/Teacher Ratio

K	1	2	3	4	5	6	7	8
/	/	/	/	/	/	/	/	/

11. WHAT IS THE RATE OF ABSENTEEISM ON A YEARLY AVERAGE FOR A TYPICAL PUPIL?

Rate of Absenteeism on a Yearly Average For a Typical Pupil By Grade.

(Fill in number of days for appropriate grades)

K	1	2	3	4	5	6	7	8
____	____	____	____	____	____	____	____	____

Coding ____________

12. DESCRIBE THE INSTRUCTIONAL METHODS USED IN EACH GRADE.

Instructional Methods Used By Grade (Fill in % of time for appropriate grades)

	K	1	2	3	4	5	6	7	8
Lesson for whole class	____	____	____	____	____	____	____	____	____
Individual Instruction	____	____	____	____	____	____	____	____	____
Small Group Activities	____	____	____	____	____	____	____	____	____
Other (List)	____	____	____	____	____	____	____	____	____

13. WHAT IS THE PREDOMINANT TEACHING ASSIGNMENT AT EACH GRADE LEVEL?

Predominant Teaching Assignment (Check One)

	K	1	2	3	4	5	6	7	8
One teacher: All subjects in a class									
Each teacher: Specialty to each class									
Team teaching									
Other (List)									

HAND OUT

Coding________.________

14. HOW MANY MINUTES ARE SPENT ON SPECIAL NEEDS BY STUDENTS ASSIGNED TO REGULAR CLASSES AT EACH GRADE LEVEL?

Special Needs: Minutes (as indicated below ") Allotted Per Subject By Grade (Fill in number of minutes per day or week for appropriate grades)

	K	1	2	3	4	5	6	7	8
Bilingual	____"d ____"w	____"d ____"w	____"d ____"w	____"d ____"w	____"d ____"w	____"d ____"w	____"d ____"w	____"d ____"w	____"d ____"w
Special Ed.	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"
Remedial Reading	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"
Remedial Math	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"
Other (List)	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"	____" ____"

HAND OUT

Coding________ ________

15. HOW MANY CHILDREN FROM EACH CLASS ARE INVOLVED IN SPECIAL PROGRAMS?

Special Needs: Number of Students (please fill in number for appropriate grades)

	K	1	2	3	4	5	6	7	8
Bilingual Year initiated 19____	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___
Special Ed. Year initiated 19____	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___
Remedial Reading Year initiated 19____	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___
Remedial Math Year Initiated 19____	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___
Other (List) Year Initiated 19____	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___

COMMENTS:

Coding__________________

IOWA TEST OF BASIC SKILLS QUESTIONS

16. IS IT EXPLAINED TO THE STUDENTS WHY THE ITBS WILL BE GIVEN?

Yes__________ No__________

IF SO, WHO EXPLAINS TO THE STUDENTS WHY THE ITBS WILL BE GIVEN?

__________Principal __________Homeroom teacher

__________Other administrator __________Subject class teacher

17. DO MANY OF THE STUDENTS SHOW ANXIETY ABOUT THE FACT THAT THE TESTS ARE TIMED?

Yes__________ No__________

18. HOW MANY STUDENTS ARE GIVEN THE ITBS AT THE SAME TIME IN THE SAME ROOM? (Please estimate number.) __________

19. WHO ADMINISTERS THE ITBS TO THE STUDENTS?

__________Guidance counselor __________Person from Central Administration

__________Homeroom teacher __________Other (Please specify)

__________Subject class teacher

20. ARE THE DIRECTIONS FOR TAKING THE TEST READ TO THE STUDENTS BY THE TEST ADMINISTRATOR IN THE TESTING ROOM?

__________Yes __________No

21. IF NOT, ARE THE DIRECTIONS FOR TAKING THE TEST READ TO THE STUDENTS BY A TEST ADMINISTRATOR OVER AN INTERCOM SYSTEM?

__________Yes __________No

22. ARE BELL SYSTEMS OR OTHER DISTRACTIONS, e.g., CAFETERIA NOISE, ABLE TO BE HEARD BY THE STUDENTS DURING THE TESTING?

__________Yes __________No

23. ARE STUDENTS PERMITTED TO BE EXCUSED FROM THE TEST ROOM DURING THE TEST?

__________Yes __________No

IF SO, FOR WHAT REASONS?

Coding______ ______

24. School Records for 4th Grade.

	No. Boys	No. Girls	Total
a. HOW MANY 4th GRADERS WERE ENROLLED IN 1974-75?	______	______	______
b. HOW MANY 4th GRADERS TOOK THE IOWA TESTS?	______	______	______

c. WHAT WERE THE REASONS FOR STUDENTS NOT TAKING THE TEST? (List number for each category)

______ No data available

______ Absent for illness

______ In program such as bilingual

______ In program such as special education

______ Excused by principal or teacher

______ Asked to be excused from test

______ Other (List) ______________________________

d. ARE EXCUSES FOR NOT TAKING THE ITBS DOCUMENTED IN THE RECORDS?

______Yes ______No

IF SO, HOW? (List no. for each category)

______ Letters from home

______ Notification from school nurse

______ Notes from teacher

______ Other (List) ______________________________

25. IF A STUDENT IS RETAINED AT 4th GRADE, DOES HE TAKE THE ITBS THE FOLLOWING YEAR?

______Yes ______No

IF A STUDENT IS RETAINED AT 8th GRADE, DOES HE TAKE THE ITBS THE FOLLOWING YEAR?

______Yes ______No

Coding____ ____________

26. School Records For 8th Grade.

	No. Boys	No. Girls	Total
a. HOW MANY 8th GRADERS WERE ENROLLED IN 1974-75	______	______	______
b. HOW MANY 8th GRADERS TOOK THE IOWA TESTS?	______	______	______

c. WHAT WERE THE REASONS FOR STUDENTS NOT TAKING THE TEST? (List number for each category)

____ absent for illness

______ No data available

______ Asked to be excused from test

______ In program such as bilingual

______ In program such as special education

______ Excused by principal or teacher

______ Other (List) ______________________________

d. ARE REASONS FOR NOT TAKING THE ITBS DOCUMENTED IN THE RECORDS?

______Yes ______No

IF SO, HOW? (List number for each category)

______ Letters from home

______ Notes from teachers

______ Notification from school nurse

______ Other (List) ______________________________

Coding______________

27. HOW MANY STUDENTS WERE EXPELLED FROM THIS SCHOOL DURING 1974-75?

_____ Number _____ No data avaiable

28. WHAT WERE THE REASONS FOR EXPULSION? (Give estimated number for each category)

_____ Disciplinary

_____ Truancy

_____ Repeated failing grades

_____ Other (List) __________________

29. IN ADDITION TO THOSE EXPELLED, HOW MANY STUDENTS VOLUNTARILY LEFT THIS SCHOOL DURING 1974-75?

_____ Number _____ No data available

30. WHAT WERE THE REASONS FOR THEIR LEAVING? (Give estimated no. for each category)

_____ No data available

_____ Drop out

_____ Average for assigned grade level

_____ Repeated failing grades

_____ Parents move

_____ Parent dissatisfaction

_____ Other (List)______________

____

Coding ____________

ADMINISTRATIVE POLICIES

33. HOW MANY STUDENTS TRANSFERRED DURING THE 1974-75 SCHOOL YEAR?

TRANSFERS INTO AND OUT OF SCHOOL 1974-75 (Fill in number for appropriate grades)

	K	1	2	3	4	5	6	7	8
Transfer In									
Transfer Out									

34. ARE THERE ANY SPECIAL RESTRICTIONS RELATED TO THE ADMISSIONS OF STUDENTS AT THE FOLLOWING LEVELS? 4th GRADE? ____________

8th GRADE? ____________

35. WHAT IS THE PROMOTION POLICY IN TERMS OF A STUDENT MOVING FROM GRADE TO GRADE? (Please check)

____ a. Age-grade promotion regardless of performance

____ b. Performance promotions regardless of age (i.e., acceleration)

____ c. Consideration of both performance and age. (Explain) ____________

____ d. Ungraded, continuous progress program

____ e. Other (List) ____________

COMMENTS: ____________

Coding ______________

ADMINISTRATIVE ATTITUDES

36. WHAT IS THE ADMINISTRATIVE ATTITUDE TOWARD HOMEWORK?

______ Pro homework ______ Anti-homework

37. HOW IS COMMUNICATION AMONG STAFF MEMBERS MOST OFTEN HANDLED? (Please check one)

______ Staff meeting ______ Informal meetings
______ Individual conference ______ Department heads
______ Memo ______ Other (List) ______________

38. WHAT KIND OF INFORMATION IS GIVEN OUT TO THE TEACHING STAFF AFTER THE ITBS SCORES ARE RETURNED? (Please check appropriate ones)

______ Grade equivalents ______ School or district averages
______ Percentiles ______ Other (Specify)______________
______ Scores for the students they teach ______ None
______ Scores for the students at their grade levels

39. IF ITBS SCORE INFORMATION IS RECEIVED, HOW IS IT COMMUNICATED TO THE TEACHERS? (Please check appropriate ones)

______ Put on student record cards
______ Typed copy through the mails
______ Conferences with local administrators and grade level teachers involved
______ Presented at general staff meeting
______ Other (Specify) ______________________________

40. ARE SCORES INTERPRETED IN ANY WAY?

______ Yes ______ No

IS THE TIME TAKEN FOR THE IOWA TESTS WORTH IT?

______ Completely ______ Somewhat ______ Not at all

41. IN YOUR OPINION, IS THE TIME SPENT ON DIRECT INSTRUCTION OF Basic SKILLS ADEQUATE AT THE 4th GARDE LEVEL?

______ Yes ______ No

Coding______________

IF NO, WHY CAN'T MORE TIME BE SPENT ON BASIC SKILLS?

______ Students must be with resource teachers

______ State requirements for other subjects must be fulfilled

______ Teacher's judgement that basic skills are best learned through activities other than basic instruction

______ Other (List) ______________________________

42. IN YOUR OPINION IS THE TIME SPENT ON DIRECT INSTRUCTION OF BASIC SKILLS ADEQUATE AT THE 5th-8th GRADE LEVEL?

______ Yes ______ No

IF NO, WHY CAN'T MORE TIME BE SPENT ON BASIC SKILLS?

______ Students must be with resource teachers

______ State requirements for other subjects must be fulfilled

______ Teacher's judgement that basic skills are best learned through activities other than basic instruction

______ Students should learn them before this time - not our job

______ Other (List) ______________________________

43. IN YOUR OPINION, IS THE ITBS AN ACCURATE MEASURE OF WHAT THE STUDENT SHOULD HAVE MASTERED BY THE 4th GRADE?

______Yes ______No

44. HOW WOULD YOU CHARACTERIZE 4th GRADERS' ATTITUDES TOWARD THE IOWA TESTS. (Circle one)

Excellent Good Fair Poor Very Poor

45. DO YOU BELIEVE STUDENTS TRANSFERRING INTO OR OUT OF YOUR SYSTEM/SCHOOL AFFECT IOWA TEST SCORES AT THE 4th GRADE LEVEL?

______ Yes ______ No

IF YES, HOW? ______Raise ______Lower

WHAT MAKES YOU THINK SO? ______________________________

____

Coding________________

AT WHICH GRADE LEVEL DO TRANSFERS HAVE THE GREATEST IMPACT ON ITBS SCORES?

_____ Grade

46. IN YOUR OPINION, IS THE ITBS AN ACCURATE MEASURE OF WHAT THE STUDENT SHOULD HAVE MASTERED BY THE 8th GRADE?

_____Yes _____No

HOW WOULD YOU CHARACTERIZE 8th GRADERS' ATTITUDES TOWARD THE IOWA TESTS? (Circle one)

Excellent Good Fair Poor Very Poor

47. DO YOUE BELIEVE STUDENTS TRANSFERRING INTO YOUR SYSTEM/SCHOOL AFFECT IOWA TEST SCORES AT THE 8th GRADE LEVEL?

_____ Yes _____ No

If YES, HOW? _____Raise _____Lower

WHAT MAKES YOU THINK SO? ________________________________

AT WHICH GRADE LEVEL DO TRANFERS HAVE THE GREATEST IMPACT ON ITBS SCORES?

_____ Grade

COMMENTS:

Coding______________

PERCEPTIONS OF STUDENTS

48. IN WHAT WAYS ARE STUDENTS IN THIS SCHOOL VERY MUCH ALIKE?

______ Ability

______ Motivation

______ Religion

______ Ethnic Group

______ School attitude

______ Attendance

______ Family income

______ Home environment

______ Other (List) ______________________________

49. IN WHAT WAYS ARE STUDENTS IN THIS SCHOOL VERY DIFFERENT?

______ Ability

______ Motivation

______ Religion

______ Ethnic group

______ School attitude

______ Attendance

______ Family income

______ Home environment

______ Other (Please List) ______________________________

Coding ____________

HAND FORM TO INTERVIEWEE TO COMPLETE .

50. IN COMPARISON TO MOST RHODE ISLAND STUDENTS, THE CHILDREN IN THIS SCHOOL ARE:

Eager to please						Uncooperative
Motivated						Bored
Disciplined						Disruptive
Cheerful						Sullen
Bright						Dull
Interested in school learning						Uninterested

COMMENTS:

Coding ______________

PERCEPTIONS OF PARENT ATTITUDES

51. HOW WOULD YOU RATE PARENTS' SUPPORT OF SCHOOL POLICY? (Circle one)

Excellent Good Fair Poor Very Poor

52. HOW WOULD YOU RATE PARENTS' SUPPORT OF TEACHERS? (Circle One)

Excellent Good Fair Poor Very Poor

53. HOW WOULD YOU RATE PARENTS' SUPPORT OF STUDENT ASPIRATIONS FOR HIGHER EDUCATION? (Circle One)

Excellent Good Fair Poor Very Poor

54. HOW MANY PARENTS SUPPORT DISCIPLINARY POLICIES AT THE SCHOOL? (Circle one)

All Most Some A Few None

55. HOW WOULD YOU RATE THE PARENTS ATTITUDES TOWARD STANDARDIZED TESTING? (Circle one)

Excellent Good Fair Poor Very Poor

56. DO YOU BELIEVE THE PARENTS ENCOURAGE THEIR CHILDREN TO DO THEIR HOMEWORK? (Circle one)

Always Often Seldom Never

57. HOW WOULD YOU RATE THE PARENTS' DAY-TO-DAY INTEREST IN THE QUALITY OF EDUCATION PROVIDED BY THE SCHOOL AND THE CHILD'S PROGRESS? (Circle one)

Care very much Moderately concerned Don't care

58. APPROXIMATELY HOW MANY PARENTS ARE DIRECTLY INVOLVED IN THE SCHOOL?

________ out of _________(Total)

59. IN WHAT ACTIVITIES ARE THEY INVOLVED?

_____PTA _____Tutoring _____Other

Coding ____________________

61. ARE THE TYPICAL FAMILIES YOUR SCHOOL SERVES ECONOMICALLY

_____ Depressed

_____ Stable

_____ Upwardly mobile

62. WHAT PERCENTAGE OF PARENTS MAKE A FISCAL CONTRIBUTION?

_____ %

63. ON WHAT ARE YOUR PERCEPTIONS OF PARENTS BASED?

_____ Students

_____ Meetings

_____ PTA

_____ Other (List) ____________ ____________

____________ ____________

COMMENTS:

Coding____________

SUMMARY QUESTIONS

64. IF THE CHILDREN IN THIS NEIGHBORHOOD DON'T GO TO THIS SCHOOL, WHAT OTHER SCHOOLS DO THEY GO TO? (Name)

____

____

____

65. WE ARE STUDYING THE DIFFERENCES BETWEEN PUBLIC AND PAROCHIAL SCHOOLS. WHAT SHOULD WE FOCUS ON?

____

____

____

COMMENTS:

____

____

____

____

____

____

Interview Questionnaire

Teacher Form

NOTE: Missing Numbers Indicate Those Questions Were Deleted.

Coding ______________

INTERVIEW SCHEDULE FOR PUBLIC/PAROCHIAL SCHOOLS PROJECT

TEACHER FORM

(COMPLETE IN ADVANCE; INTERVIEWER VERIFY)

DESCRIPTION OF PERSON BEING INTERVIEWED: TEACHER: ______ GRADE

NAME OF SCHOOL: ______________________________

NAME COMMUNITY: ______________________________

NAME OF DISTRICT: ______________________________

TYPE OF SCHOOL: PUBLIC OR PAROCHIAL (Circle one)

GRADES INCLUDED IN THIS SCHOOL:

PRE-K ______
K ______
1 ______
2 ______
3 ______
4 ______
5 ______
6 ______
7 ______
8 ______
9 ______
10 ______
11 ______
12 ______

HAND COPY TO INTERVIEWEES

Coding______________

CURRICULUM AND INSTRUCTION

1. PLEASE DESCRIBE A TYPICAL STUDENT'S SCHEDULE FOR THE GRADE YOU TEACH.

PLEASE SPECIFY TIME ALLOTTED FOR EACH AREA. (Minutes " as indicated below)
(Indicate per day or per week)

SUBJECT GRADE______

ART	" per day ______	" per week ______
FOREIGN LANG.	" per day ______	" per week ______
HEALTH	" per day ______	" per week ______
MATH	" per day ______	" per week ______
MUSIC	" per day ______	" per week ______
P.E.	" per day ______	"per week ______
READING	" per day ______	" per week ______
RELIGION	" per day ______	" per week ______
SCIENCE	" per day ______	" per week ______
SPELLING	" per day ______	" per week ______
VOCABULARY	" per day ______	" per week______
WRITING	" per day ______	" per week ______
OTHER	" per day ______	" per week______

Coding__________________

2. HOW MANY MINUTES ARE SPENT ON SPECIAL NEEDS BY STUDENTS ASSIGNED TO REGULAR CLASSES.

_____ Bilingual program _____ Minutes per day _____ Minutes per week

_____ Special education _____ Minutes per day _____ Minutes per week

_____ Remedial reading _____ Minutes per day _____ Minutes per week

_____ Remedial math _____ Minutes per day _____ Minutes per week

_____ Other (List) _____ Minutes per day _____ Minutes per week

Learning Disabled

3. HOW MANY CHILDREN FROM YOUR CLASS ARE INVOLVED IN EACH PROGRAM?

_____ Bilinual program

_____ Special education

_____ Remedial reading

_____ Remedial math

_____ Other (List) ______________________________ __________

4. HOW ARE STUDENTS ASSIGNED TO CLASSES? (Please check)

_____ Randomly

_____ Standard test scores (I.Q., achievement)

_____ Teacher recommendation based on __________ and/or __________

_____ Remedial help needed in one or two subjects

_____ Alphabetically

_____ Previous grades

_____ Special talents

_____ Special needs

_____ Other (List) ______________________________ __________

Coding ______________

5. ONCE PLACED IN A PARTICULAR GROUP, ARE STUDENTS REASSIGNED TO A DIFFERENT GROUP?

_____ Yes _____ No

IF YES, WHAT ARE THE THREE MOST COMMON REASONS STUDENTS ARE MOVED FROM ONE GROUP TO ANOTHER? (Please rank)

_____ Improvement in grades

_____ Parental request

_____ Teacher recommendation based on __________ and/or __________

_____ Recognition of special needs

_____ Improvement in standardized scores

_____ Improvement in attitude toward school

_____ Recognition of special talent

_____ Other (List) ______________________________

6. WHAT IS THE PUPIL/TEACHER RATIO ON YOUR GRADE LEVEL?

_____/_____

7. WHAT IS THE RATE OF ABSENTEEISM, ON A YEARLY AVERAGE, FOR A TYPICAL PUPIL ON YOUR GRADE LEVEL?

__________ days

8. DESCRIBE THE TYPICAL INSTRUCTIONAL METHOD USED IN YOUR GRADE.

_____ Lesson presented to class as a whole _____ % of time

_____ Individualized instruction _____ % of time

_____ Small group activities _____ % of time

_____ Other (List) ______________________________

Coding________________

10. PLEASE DESCRIBE INSTRUCTIONAL MATERIALS USED AND GIVE PERCENTAGE OF TIME SPENT ON EACH ONE FOR THE SUBJECT AREAS. (Indicate % per day or per week)

READING

Textbook Name:________________ Author:________________	________% of time per day ________% of time per week
Paperbacks	________% of time per day ________% of time per week
Flash cards	________% of time per day ________% of time per week
Workbooks	________% of time per day ________% of time per week
Reading Machine	________% of time per day ________% of time per week
Remedial teacher	________% of time per day ________% of time per week
Library	________% of time per day ________% of time per week
Resource Center	________% of time per day ________% of time per week
Other (List)	________% of time per day ________% of time per week

Coding________ ________

SPELLING

Textbook Name:________ Author:________	________% of time per day ________% of time per week
Paperbacks	________% of time per day ________% of time per week.
Flash cards	________% of time per day ________% of time per week
Workbooks	________% of time per day ________% of time per week
Other (List)	________% of time per day ________% of time per week

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Coding____________

VOCABULARY

Textbook Name:____________ Author:____________	______% of time per day ______% of time per week
Paperbacks	______% of time per day ______% of time per week
Flash cards	______% of time per day ______% of time per week
Workbooks	______% of time per day ______% of time per week
Other (List)	______% of time per day ______% of time per week

WRITING

Textbook Name:____________ Author:____________	______% of time per day ______% of time per week
Paperbacks	______% of time per day ______% of time per week
Flash cards	______% of time per day ______% of time per week
Workbooks	______% of time per day ______% of time per week
Resource Center	______% of time per day ______% of time per week
Other (List)	______% of time per day ______% of time per week

Coding________________

MATH

Textbook Name:____________ Author:____________	________% of time per day ________% of time per week
Paperbacks	________% of time per day ________% of time per week
Flash cards	________% of time per day ________% of time per week
Workbooks	________% of time per day ________% of time per week
Remedial teacher	________% of time per day ________% of time per week
Teaching machines	________% of time per day ________% of time per week
Library	________% of time per day ________% of time per week
Resource center	________% of time per day ________% of time per week
Other (List)	________% of time per day ________% of time per week

Coding ______________

HOMEWORK	HOW OFTEN ASSIGNED?	LENGTH OF TIME IT SHOULD TAKE TO COMPLETE
Reading	______ Not at all ______ Daily ______ Weekly	______ Minutes per day ______ Minutes per week
Spelling	______ Not at all ______ Daily ______ Weekly	______ Minutes per day ______ Minutes per week
Vocabulary	______ Not at all ______ Daily ______ Weekly	______ Minutes per day ______ Minutes per week
Writing	______ Not at all ______ Daily ______ Weekly	______ Minutes per day ______ Minutes per week
Math	______ Not at all ______ Daily ______ Weekly	______ Minutes per day ______ Minutes per week

Coding ____________________

IOWA TEST OF BASIC SKILLS

13. HOW MANY STUDENTS ARE GIVEN THE ITBS AT THE SAME TIME IN THE SAME ROOM?
(Please estimate number) ______

14. WHO ADMINISTERS THE ITBS TO THE STUDENTS?

______ Guidance counselor

______ Homeroom teacher

______ Subject class teacher

______ Person from Central Administration

______ Other (List) ____

15. ARE THE DIRECTIONS FOR TAKING THE TEST READ TO THE STUDENTS BY THE TEST ADMINISTRATOR IN THE TESTING ROOM?

______ Yes ______ No

16. IF NOT, ARE THE DIRECTIONS FOR TAKING THE TEST READ TO THE STUDENTS BY A TEST ADMINISTRATOR OVER AN INTERCOM SYSTEM?

______ Yes ______ No

17. ARE BELL SYSTEMS OR OTHER DISTRACTIONS, e.g., CAFETERIA NOISE, ABLE TO BE HEARD BY THE STUDENTS DURING THE TESTING?

______ Yes ______ No

COMMENTS:

Coding__________ __________

ADMINISTRATIVE POLICIES

19. IF A STUDENT IS RETAINED AT 4TH GRADE, DOES HE TAKE THE ITBS THE FOLLOWING YEAR?

______ Yes ______ No

20. IF A STUDENT IS RETAINED AT 8TH GRADE, DOES HE TAKE THE ITBS THE FOLLOWING YEAR?

______ Yes ______ No

22. WHAT IS THE PROMOTION POLICY IN TERMS OF A STUDENT MOVING FROM GRADE TO GRADE? (Please check)

______ a. Age-grade promotion regardless of performance

______ b. Performance promotions regardless of age (i.e., acceleration)

______ c. Consideration of both performance and age. (Explain__________
____

______ d. Ungraded, continuous progress program

______ e. Other (List) ______________________________

COMMENTS: ____
____
____
____
____
____

Coding ______________

ADMINISTRATIVE ATTITUDES

23. WHAT IS THE ADMINISTRATIVE ATTITUDE TOWARD HOMEWORK?

_____ Pro homework   _____ Anti-homework

24. HOW DOES COMMUNICATION FROM PRINCIPAL TO STAFF MEMBERS TAKE PLACE?

(Please check one)

_____ Staff meeting   _____ Informal meetings

_____ Individual conference   _____ Department heads

_____ Memo   _____ Other (List) ______________

____

25. DO YOU THINK THE LINES AND METHODS OF COMMUNICATION BETWEEN TEACHERS AND THE ADMINISTRATION IN OUR SCHOOL ARE WELL DEVELOPED AND MAINTAINED? (Please check one)

__________ Always   __________ Sometimes   __________ Never

26. WHAT KIND OF INFORMATION IS GIVEN OUT TO THE TEACHING STAFF AFTER THE ITBS SCORES ARE RETURNED? (Please check appropriate ones)

_____ Grade equivalents

_____ Percentiles

_____ Scores for the students they teach

_____ Scores for all the students at their grade level

_____ School or district averages

_____ Other (Please specify) ______________

_____ None

27. IF ITBS SCORE INFORMATION IS RECEIVED, HOW IS IT COMMUNICATED TO THE TEACHERS? (Please check appropriate ones)

_____ Put on student record cards

_____ Typed copy through the mails

_____ Conferences with local administrators and grade level teachers involved

_____ Presented at general staff meeting

_____ Other (Please specify) ______________

Coding______________

28. ARE SCORES INTERPRETED IN ANY WAY?

______ Yes ______ No

29. IS THE TIME TAKEN FOR THE IOWA TESTS WORTH IT? (Please check one)

______ Completely ______ Somewhat ______ Not at all

30. IN YOUR OPINION, IS THE TIME SPENT ON DIRECT INSTRUCTION OF BASIC SKILLS ADEQUATE AT THE K-4TH GRADE LEVEL?

______ Yes ______ No

IF NO, WHY CAN'T MORE TIME BE SPENT ON BASIC SKILLS? (Please check)

______ Students must be with resource teachers

______ State requirements for other subjects must be fulfilled

______ Teacher's judgement that basic skills are best learned through activities other than basic instruction.

______ Other (List) ______________________________

31. IN YOUR OPINION, IS THE TIME SPENT ON DIRECT INSTRUCTION OF BASIC SKILLS ADEQUATE AT THE 5TH-8TH GRADE LEVEL?

______ Yes ______ No

IF NO, WHY CAN'T MORE TIME BE SPENT ON BASIC SKILLS? (Please check)

______ Students must be with resource teachers

______ State requirements for other subjects must be fulfilled

______ Teacher's judgement that basic skills are best learned through activities other than basic instruction

______ Students should learn them before this time-not our job.

______ Other (List) ______________________________

32. IN YOUR OPINION, IS THE ITBS AN ACCURATE MEASURE OF WHAT THE STUDENT SHOULD HAVE MASTERED BY THE 4TH GRADE?

______Yes ______No

Coding ________________

33. HOW WOULD YOU CHARACTERIZE 4th GRADERS' ATTITUDES TOWARD THE IOWA TESTS. (Circle one)

Excellent Good Fair Poor Very Poor

34. DO YOU BELIEVE STUDENTS TRANSFERRING INTO OR OUT OF YOUR SYSTEM/SCHOOL AFFECT IOWA TEST SCORES AT THE 4th GRADE LEVEL?

_____ Yes _____ No

IF YES, HOW? _____Raise _____Lower

WHAT MAKES YOU THINK SO? ____

____

AT WHICH GRADE LEVEL DO TRANSFERS HAVE THE GREATEST IMPACT ON ITBS SCORES?

_____ Grade

35. IN YOUR OPINION, IS THE ITBS AN ACCURATE MEASURE OF WHAT THE STUDENT SHOULD HAVE MASTERED BY THE 8th GRADE?

_____Yes _____No

HOW WOULD YOU CHARACTERIZE 8th GRADERS' ATTITUDES TOWARD THE IOWA TESTS? (Circle one)

Excellent Good Fair Poor Very Poor

36. DO YOU BELIEVE STUDENTS TRANSFERRING INTO YOUR SYSTEM/SCHOOL AFFECT IOWA TEST SCORES AT THE 8th GRADE LEVEL?

_____ Yes _____ No

If YES, HOW? _____Raise _____Lower

WHAT MAKES YOU THINK SO? ____

____

AT WHICH GRADE LEVEL DO TRANFERS HAVE THE GREATEST IMPACT ON ITBS SCORES?

_____ Grade

COMMENTS:

Coding____________

TEACHER ATTITUDES

37. DO DISCIPLINE PROCEDURES WORK AT THIS SCHOOL?

______ Yes ______ No

____________ Always ________________ Sometimes ____________ Never

39. Does THE ADMINISTRATION UNDERSTANDS AND RECOGNIZES GOOD TEACHING PROCEDURES.

____________ Always ________________ Sometimes ____________ Never

40. OUR PRINCIPAL PROMOTES A SENSE OF BELONGING AMONG THE TEACHERS IN OUR SCHOOL.

____________ Always ________________ Sometimes ____________ Never

BACKGROUND INFORMATION

41. PLEASE SPECIFY YOUR EDUCATIONAL BACKGROUND:

______ a. Elementary: Public, Parochial, Independent

______ b. Secondary: Public, Parochial, Independent

______ c. B.A. or B.S.: Public, Parochial, Independent

______ d. Some graduate credits: Public, Parochial, Independent

______ e. M.A.: Public, Parochial, Independent

______ f. Additional graduate work beyond M.A.: Public, Parochial, Independent

42. DO YOU HAVE SCHOOL-AGE CHILDREN?

______ Yes ______ No

Coding_____ ___________

IF SO, DO YOU SEND YOUR CHILDREN TO PAROCHIAL SCHOOLS?

_____ Yes _____No

DO YOU SEND YOUR CHILDREN TO INDEPENDENT SCHOOLS?

_____ Yes _____No

COMMENTS:

____
____
____
____
____
____
____
____
____

Coding__________

PERCEPTIONS OF STUDENTS

43. IN WHAT WAYS ARE STUDENTS IN THIS SCHOOL VERY MUCH ALIKE?

_____ Ability

_____ Motivation

_____ Religion

_____ Ethnic Group

_____ School attitude

_____ Attendance

_____ Family income

_____ Home environment

_____ Other (List) __________________________________

44. IN WHAT WAYS ARE STUDENTS IN THIS SCHOOL VERY DIFFERENT?

_____ Ability

_____ Motivation

_____ Religion

_____ Ethnic group

_____ School attitude

_____ Attendance

_____ Family income

_____ Home environment

_____ Other (Please List) __________________________________

HAND FORM TO INTERVIEWEE TO COMPLETE

45. IN COMPARISON TO MOST RHODE ISLAND STUDENTS, THE CHILDREN IN THIS SCHOOL ARE:

Eager to please						Uncooperative
Motivated						Bored
Disciplined						Disruptive
Cheerful						Sullen
Bright						Dull
Interested in school learning						Uninterested

COMMENTS:

Coding ______________

PARENT ATTITUDES

46. HOW WOULD YOU RATE PARENTS' SUPPORT OF SCHOOL POLICY? (Circle one)

Excellent Good Fair Poor Very poor

47. HOW WOULD YOU RATE PARENTS' SUPPORT OF TEACHERS? (Circle One)

Excellent Good Fair Poor Very Poor

48. HOW WOULD YOU RATE PARENTS' SUPPORT OF STUDENT ASPIRATIONS FOR HIGHER EDUCATION? (Circle one)

Excellent Good Fair Poor Very Poor

49. HOW MANY PARENTS SUPPORT DISCIPLINARY POLICIES AT THE SCHOOL? (Circle one)

All Most Some A Few None

51. DO YOU BELIEVE THE PARENTS ENCOURAGE THEIR CHILDREN TO DO THEIR HOMEWORK? (Circle one)

Always Often Seldom Never

52. HOW WOULD YOU RATE THE PARENTS' DAY-TO-DAY INTEREST IN THE QUALITY OF EDUCATION PROVIDED BY THE SCHOOL AND THE CHILD'S PROGRESS? (Circle one)

Care very much Moderately concerned Don't care

53. APPROXIMATELY HOW MANY PARENTS ARE DIRECTLY INVOLVED IN THE SCHOOL?

____________ out of __________ (Total)

54. IN WHAT ACTIVITIES ARE THEY INVOLVED?

_____ PTA _____ Tutoring _____ Other (List) ______________

56. ARE THE TYPICAL FAMILIES YOUR SCHOOL SERVES ECONOMICALLY

_____ Depressed

_____ Stable _____ Upwardly mobile

58. ON WHAT ARE YOUR PERCEPTIONS OF PARENTS BASED? (Check all that apply)

_____ Students _____ Meetings _____ PTA

_____ Other (List) ______________

Coding ____________

SUMMARY QUESTIONS

59. IF THE CHILDREN IN THIS NEIGHBORHOOD DON'T GO TO THIS SCHOOL, WHAT OTHER SCHOOLS DO THEY GO TO? (Name)

60. WE ARE STUDYING THE DIFFERENCES BETWEEN PUBLIC AND PAROCHIAL SCHOOLS. WHAT SHOULD WE FOCUS ON?

COMMENTS:

Teacher Short Form
Questionnaire

To Teachers

We are in your school today from the Curriculum Research and Development Center at U.R.I. We would appreciate it if you would take a few minutes and fill out the following questionnaire to aid us in a project we are doing.

Your school was chosen on a random basis to help us. In order to better understand why students score as they do in the Iowa Test of Basic Skills, we are trying to find out more about public and parochial schools' similarities as well as their differences. Our special interests include how your school operates day-by-day and your views of the students and their parents. The information you give us will be kept confidential.

Thank you for your time and your valuable help.

Information on Iowa Test of Basic Skills (ITBS)

1. What kind of information is given out to the teaching staff after the ITBS scores are returned? (Please check appropriate ones)

_____ Grade equivalents
_____ Percentiles
_____ Scores for the students they teach
_____ Scores for all the students at their grade level
_____ School or district averages
_____ Other (Please specify)______________________________

_____ None

2. If ITBS score information is received, how is it communicated to the teachers? (Please check appropriate ones)

_____ Put on student record cards
_____ Typed copy through the mails
_____ Conferences with local administrators and grade level teachers involved
_____ Presented at general staff meeting
_____ Other (Please specify)______________________________

3. Is the time taken for the Iowa tests worth it? (Please check one)
__________ Completely __________ Somewhat __________ Not at all

4. Are the Iowa test results used in any way to affect what goes on in the classroom?
__________Yes __________No
If yes, how are they used?
_____ Affect curriculum priorities in terms of minutes spent on basic skills
_____ Used to group students in reading and math by teachers within classes or units
_____ Used for class assignments
_____ Other (List)______________________________

General Views Toward Administration
(Please check one answer for each question)

5. Do discipline procedures work at this school?
_____ Yes _____ No

6. The administration makes my work easier and more pleasant.
_____ Always _____ Sometimes _____ Never

7. The administration understands and recognizes good teaching procedures.
_____ Always _____ Sometimes _____ Never

8. Our principal promotes a sense of belonging among the teachers in our school.
_____ Always _____ Sometimes _____ Never

9. The lines and methods of communication between teachers and the administration in our school are well developed and maintained.
_____ Always _____ Sometimes _____ Never

Parent Attitudes

10. How would you rate parents' support of school policy? (Circle one)
Excellent Good Fair Poor Very Poor

11. How would you rate parents' support of teachers? (Circle one)
Excellent Good Fair Poor Very Poor

12. How many parents support disciplinary policies at the school? (Circle one)
All Most Some A Few None

13. Do you believe the parents encourage their children to do their homework? (Circle one)
Always Often Seldom Never

14. How would you rate the parents' day-to-day interest in the quality of education provided by the school and the child's progress? (Circle one)
Care very much Moderately concerned Don't care

OVER

Background Information

15. Please specify your education background:

_____ a. Elementary: Public, Parochial, Independent
_____ b. Secondary: Public, Parochial, Independent
_____ c. B.A. or B.S.: Public, Parochial, Independent
_____ d. Some graduate credits: Public, Parochial, Independent
_____ e. M.A.: Public, Parochial, Independent
_____ f. Additional graduate work beyond M.A.: Public, Parochial, Independent

16. Do you have school-age children?
_____ Yes _____ No

If so, do you send your children to parochial schools?
_____ Yes _____ No

or

Do you send your children to independent schools?
_____ Yes _____ No

Comments:

Appendix E:

Final Report:

Section IV - Bibliography

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